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| **Phase 2 RE Objectives (KS1 5-7yrs)** | | | **HRSE** | | | | | |
| **AT 1 RE Objectives** | | **Resources**  **‘Come & See’ links** | **Core Theme 1**  **Diocese** | ***DfE Statutory*** | **Core Theme 2**  **Diocese** | ***DfE Statutory*** | **Core Theme 3**  **Diocese** | ***DfE Statutory*** |
| **AT1 Knowledge and Understanding** | * Recognise religious stories   • Retell, in any form, a narrative that corresponds to the scripture source used | Ongoing; use scripture consistently throughout all aspects/topics/themes  Y2 Books C&S topic | 7. Know how Jesus cared for people (through scripture) | CF That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded |  |  |  |  |
| • Recognise religious beliefs  • Describe some religious beliefs  • Recognise that people act in a particular way because of their beliefs  • Describe some of the actions and choices of believers that arise because of their belief | Y1 Families C&S Topic  Link with work on the Mass and Sacrament;  Y1 Meals C&S topic  Y1 Being Sorry C&S topic  Y1 & 2 Baptism C&S topic  Advent, Lent, Harvest  Caritas in Action; family & community | 4. Notice ways in which they are the same/different as other people  5. Respect and seek to understand difference  8. Think about behaviour choices and how they affect others | Respecting difference  F Families can look different to ours but are characterised by love and care  RR importance of respecting others, even when they are different | 1. Their part in their family and why families matter  2. People who care for them eg family networks  12-16. behaviour choices; recognise, respond, resist |  |  | MW – importance of time spent with family & friends |
| • Recognise key figures in the history of the People of God  • Describe the life and work of some key figures in the history of the People of God | Use scripture Old and New Testaments  (link with Books Y2 topic C&S)  Jesse Tree/family tree of Jesus | 1. Know that they are special and made in the image of God  2. Know that we are individuals with gifts and abilities. |  | 1. Why families matter  2. Their invitation to be part of a wider family of God | F families are important for children because they can give love, security and stability | 1. The belief that we have worth as a creation of God |  |
| 2. life has a purpose and we need to keep safe and healthy to fulfil that purpose |  |
| • Recognise key people in the local, national and universal Church  • Describe different roles of some people in the local, national and universal Church | Y1 Belonging  Y1 Special people  Caritas in Action – family & community,  The dignity of work |  |  | 4. Their belonging to various groups as communities eg home, school,parish | MW the benefits of community participation, voluntary and service based activity | 1. The belief that we have worth as a creation of God |  |
| 2. life has a purpose and we need to keep safe and healthy to fulfil that purpose | MW benefits of community participation |
| • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.  • Describe some religious symbols, actions and worship, including the celebration of the Sacraments | Y2 Signs and Symbols (Baptism)  Y2 Being Sorry (reconciliation)  Pentecost; the feast of the Holy Spirit  (Confirmation link – gift of the Spirit)  Prayer, Liturgy, Mass | 4. Notice ways in which they are the same/different as others | Respecting difference  RR importance of respecting others even when they are different | 3. to develop their relationship with God through prayer, acts of worship and behavioural choices  6. That sometimes they need to say sorry to people | CF That most friendships have ups and downs and these can be worked through and strengthened |  |  |
| * Use religious words and phrases | Ongoing. Correct use of religious vocabulary should be developed throughout | MW having the vocab to express experiences and feelings |  |  |  |  |  |

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| **Phase 2 RE Objectives (KS1 5-7yrs)** | | | | **HRSE** | | | | | |
| **AT 2 RE Objectives** | | | **Resources/**  **’Come & See’ (C&S) Links** | **Core Theme 1**  **Diocese** | ***DfE Statutory*** | **Core Theme 2**  **Diocese** | ***DfE Statutory*** | **Core Theme 3**  **Diocese** | ***DfE Statutory*** |
| **AT2 Engagement and Response** | **(Beliefs and values)** | • Say what they wonder about | Y1 C&S topic Neighbours – Neighbours share God’s world  Y2 Treasures topic – God’s treasure; the world  Creation Stories (Scripture)  CAFOD Universal Church Resources & campaigns  Families & Beginnings C&S topics Y1 and Y2  ‘Caritas in Action’  themes -  Rights and Responsibilities,  Solidarity & the Common Good,  Stewardship  Pope Francis encyclical ‘Laudate Si’  Mission Together resources | 3. Be curious about themselves and their purpose in the world. | RR The importance of self- respect and how this links to happiness  BS that each person’s body belongs to them |  |  | 1. The belief that they have worth as a creation of God | MW benefits of time spent outdoors |
| • Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. Use religious words and phrases | 1. Know that they are special people made in the image and likeness of God  2. Know that they are individuals with gifts and abilities. Their body is one of those gifts |  | 9. Who to go to if they are worried | BS who to ask for help and advice, how to seek it to help themselves and others |  | MW having the vocab to express what’s on their mind and talk about their emotions |
| **(Meaning and Purpose)** | **-** Talk about their own feelings, experiences and the things that matter to them | 6.Communicate their feelings to others.  9. Learn from experiences and say ‘thank you’ when appropriate  7. Care about the feelings of others and know how Jesus cared for people  10. Notice they have talents and can grow in these  11. Know their responsibilities towards themselves, others and creation | MW Recognise and talk about their own and other’s emotions. Having the vocab to do this  RR the conventions of courtesy and manners  BS what boundaries are appropriate in friendships with peers and others | 8.People who care for them  9&16 Who to go to if they’re worried or unhappy  10.When saying ‘no’ is OK  11.difference between sharing a serious incident and telling tales  12 & 13 recognise unkind behaviour and know how to respond.  14 & 15. How their behaviour can hurt people and how people can hurt them | MW how to judge what they are feeling and is it an appropriate and proportionate response  F/BS how to seek help and advice  CF how to recognise who to trust/who can help | 3. Recognise likes and dislikes and the consequences of choices  5.differences between secrets and surprises  7. Reflecting on good and not so good feelings and strategies and vocab to manage these  2. Recognise that their life has a purpose and they need to keep safe to fulfil this | MW how to judge what they are feeling and is it an appropriate and proportionate response  BS concept and implications of privacy  MW Recognise and talk about their own and other’s emotions/feelings. Having the vocab to do this |
| • Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them. |