

The Sacred Heart Dawn Curriculum: RE: Children can

| | Prayer | Learning About | Learning From | Analysis and Evaluation |
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| FS | Sign of the cross School prayers Hail Mary Our Father Simple Litany of thanks | <ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs; make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God. • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. • Listen, talk about and role play how people behave in the local, national and universal church community. • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. | Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. <ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings. • Talk about how they and others show feelings. • Confidently speak in a familiar group and talk about their ideas. • Express themselves effectively, showing awareness of listeners' needs. • Give their attention to what others say and respond appropriately. • Talk about their own and others' behaviour and its consequences. • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy and share the same feelings and are sensitive to this. | NA |

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| Y1 | <p><u>Consolidate</u></p> <p>Hail Mary</p> <p>Our Father</p> <p><u>Teach</u></p> <p>What is prayer?</p> <p>How do I pray?</p> | <ul style="list-style-type: none"> • Recognise religious stories • Retell, in any form, a narrative that corresponds to the scripture source used • 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 • 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 • Recognise key people in the local, national and universal Church • Describe different roles of some people in the local, national and universal Church • Recognise religious signs and symbols used in worship • Describe some religious symbols and the steps involved in religious actions and worship, including the sacraments | <ul style="list-style-type: none"> • Say what they wonder about • Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer • Talk about their own feelings, experiences and the things that matter to them • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them | NA |
| Y2 | <p>Glory Be</p> <p>Eternal Rest</p> <p><u>Mass</u></p> <p>Holy, Holy, Holy</p> <p>Memorial Acclamation</p> <p>Lamb of God</p> | <p>Recognise religious stories</p> <ul style="list-style-type: none"> • Retell, in any form, a narrative that corresponds to the scripture source used • 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 • 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 • Recognise key people in the local, national and universal Church • Describe different roles of some people in the local, national and universal Church • Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. <p>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</p> | <ul style="list-style-type: none"> • Say what they wonder about • Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer • Talk about their own feelings, experiences and the things that matter to them • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them | NA |

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| Y3 | <p>Act of Contrition</p> <p>Bodily Prayer – bowing, genuflecting</p> <p>Gestures – the sign of the cross of forehead, lips and chest before the Gospel</p> <p>Reflection – listening to quiet music</p> <p><u>Mass</u> Litanies – Litany of Saints, Litany of Creation</p> <p>Glory to God (Gloria)</p> <p>Offertory prayers</p> <p>Prayers used for Sacramental Rites</p> <p><u>All KS2</u> The mysteries of the Rosary</p> <p>The Stations of the Cross</p> <p>Saints Prayers</p> | <ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God - different roles of people in the local, national and universal Church • Use religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments • Make links between: <ul style="list-style-type: none"> - beliefs & sources, giving reasons for beliefs - beliefs & worship, giving reasons for actions and symbols - beliefs & life, giving reasons for actions and choices | <ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose • Make links to show how feelings and beliefs affect their behaviour and that of others | <ul style="list-style-type: none"> • Use a given source to support a point of view • Express a point of view • Express a preference |
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| <p style="text-align: center; font-size: 2em; font-weight: bold;">Y4</p> | <p>Prayer of the heart – stillness to listen to God</p> <p>Contemplation – looking at trees, a sunset an icon</p> <p><u>Mass</u></p> <p>Penitential rite Holy, Holy, Holy</p> <p>Lamb of God</p> <p>Rite of Dismissal</p> <p><u>All KS2</u> The mysteries of the Rosary</p> <p>The Stations of the Cross</p> <p>Saints Prayers</p> | <ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God - different roles of people in the local, national and universal Church <p>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</p> | <ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose • Make links to show how feelings and beliefs affect their behaviour and that of others | |
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| Y5 | <p>Praying the Psalms</p> <p><u>Prayer Services and Liturgies</u></p> <p>Formal and spontaneous prayer using holy water, candles etc</p> <p>Prayers from the liturgy for special feasts</p> <p>The Angelus</p> <p><u>All KS2</u></p> <p>The mysteries of the Rosary</p> <p>The Stations of the Cross</p> <p>Saints Prayers</p> | <ul style="list-style-type: none"> • Show knowledge and understanding of scripture passages that corresponds to the scripture source used. • Show a knowledge and understanding of: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God - what it means to belong to a church community • religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments • Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs & life • Use religious vocabulary widely, accurately and appropriately | <ul style="list-style-type: none"> • Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose | <ul style="list-style-type: none"> • Use of source to support a point of view • Express a point of view and give reasons for it • Arrive at judgements • Recognise difference, comparing and contrasting different points of view. |
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| Y6 | Apostles Creed | <ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. | <ul style="list-style-type: none"> • Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose | <ul style="list-style-type: none"> • Use sources to support a point of view |
| | Use of visual images | <ul style="list-style-type: none"> • Show a knowledge and understanding of: | | <ul style="list-style-type: none"> • Express a point of view and give reasons for it |
| | Benedictus (Luke 1: 67 – 79) | <ul style="list-style-type: none"> - a range of religious beliefs | | <ul style="list-style-type: none"> • Arrive at judgements |
| | Magnificat (Luke 1: 46 – 55) | <ul style="list-style-type: none"> - those actions of believers which arise as a consequence of their beliefs | <ul style="list-style-type: none"> • Show an understanding of how own and other's decisions are informed by beliefs and moral values | <ul style="list-style-type: none"> • Recognise difference, comparing and contrasting different points of view. |
| | <u>All KS2</u> | <ul style="list-style-type: none"> - the life and work of key figures in the history of the People of God | | |
| | The mysteries of the Rosary | <ul style="list-style-type: none"> - what it means to belong to a church community | | |
| | The Stations of the Cross | <ul style="list-style-type: none"> - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | | |
| | Saints Prayers | <ul style="list-style-type: none"> • Show understanding of, by making links between: | | |
| | | <ul style="list-style-type: none"> - beliefs & sources | | |
| | | <ul style="list-style-type: none"> - beliefs & worship | | |
| | | beliefs & life | | |
| | | <ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately | | |