

RE progression at Our Lady & St Edward Catholic Primary and Nursery
Progression across the curriculum



Pentecost Term

Pentecost - Serving theme

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Nursery	To recognise that everyone has good news to share.	To recognise that Jesus sends a new friend, the Holy Spirit.	To recognise what Pentecost is and joy and happiness the Good News of Jesus brings.	To talk about Pentecost being the celebration of the Good News of Jesus	To recognise how to be a friend.	To recognise how we can be friends of Jesus.	
Reception	To recognise that everyone has good news to tell.	To talk about the coming of the Holy Spirit.	To recognise that Pentecost is the celebration of the Good News of Jesus.	To talk about Pentecost being the celebration of the Good News of Jesus.	To recognise how to make friends and be a friend.	To recognise that Jesus had friends, and we can be friends of Jesus.	
Year 1	To talk about their experience and feelings about holidays.	To wonder about what makes a holiday a happy time	To recognise what a Holyday is (a saint's feast day or important feast days like Easter and Christmas)	To recognise that before Jesus left his friends, he promised to send them a helper, the Holy Spirit. The holy day, Ascension Thursday, celebrates Jesus' return to his Father	To recognise the people and events of Pentecost.	To recognise that Pentecost was the Birthday of the church	To recognise Holy Spirit guides us and gives us strength and courage to share the Good News with others
Year 2	To talk about their own experience and feelings of both passing and receiving messages. To wonder about the importance and responsibility of passing on messages in daily life.	To ask and respond to questions about their own and others experiences and feelings of both passing and receiving messages. to ask questions about what they and others wonder about the	To retell the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories.	To recognise and describe how the disciples changed through the power of the Holy Spirit (courage, patience, ability to spread the Good News)	To recognise and describe how the Holy Spirit helps Christians in their lives.	To describe ways in which Christians spread the word of the Good News of Jesus in their lives (being a good example, telling people about God, leading people in prayer)	

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		importance and responsibility of passing on messages in daily life.					
Year 3	To wonder about the ascension To ask questions about what they and others wonder about how the apostles felt when Jesus returned to Heaven	To retell the story of the Ascension To make links between the story of the Ascension and religious stories and beliefs	To retell the story of Pentecost To make links between the story of Pentecost and religious stories and Beliefs	To wonder about Jesus' new life and the coming of the Holy Spirit.	To describe the gifts of the Holy Spirit and how we can use them in our lives	To give reasons for why the gifts of the Holy Spirit are important	
Year 4	To ask and respond to questions about their own and others' experiences of good news bringing life. To wonder about how good news brings new life and happiness.	To make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour.	To compare their own and other people's ideas about how good news brings new life.	To describe the events of Pentecost and how this is lived out by Christians today To make links between the Pentecost story and Christian beliefs.	To make links between a religious piece of artwork and scripture.	To give reasons why the disciples spread the Good news.	
Year 5	To make many links to show how feelings and beliefs about the gift of God's Spirit and its transforming power affect behaviour and that of others and begin to show how own and others' decisions are	To compare their own and other people's ideas on questions about the gift of God's Spirit and its transforming power that are difficult to answer and begin to engage in discussion about God's creations and the	To make links to sources that support a point of view about the gift of God's Spirit and its transforming power, and begin to arrive at a judgement. scripture, the beliefs, ideas, feelings and	To make links between the scripture of the Ascension and Christian beliefs. of their own and other people's ideas on questions about God given freedom and responsibility that are difficult to answer and begin to	To give reasons for the actions of St Stephen in his life and witness work.. To show understanding of how religious belief shaped St Stephen's life.	To describe and show an understanding of the Ascension scripture, the beliefs, ideas, feelings and experiences of Christians, making links between them.	To show understanding of how religious belief shapes the lives of deacons.

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	informed by these beliefs and values. arrive at a judgement.	uniqueness of all people, in light of religious teaching. work.	experiences of Christians, making links between them.	engage in discussion about this, in light of religious teaching.			
Year 6	To make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.	To show understanding of Matthew 28: 16-20 by writing in role and making links to the Scripture and the feelings of the disciples.	To show understanding of the preparations the apostles may have made when they became witnesses for Jesus.	To describe the job that Stephen had to do and why it was so significant. Describe the job that Lydia had to do and why it was so significant	To make links between modern witness' of Jesus and the disciples. To understand what a 'modern witness' is and create a project on this.	To demonstrate an understanding of the work of Fr Balashowry and his staff.	To describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing the Good News of Jesus Christ .

Reconciliation – Inter-relating theme

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Nursery	To recognise what Jesus tells us about being friends.	To recognise how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.	To talk about what we love about our world.	To recognise that God created the world and said, "Indeed it is very good".	To talk about how we need to take care of God's world.	To talk about what we love and wonder about our world and how God gave us this wonderful world.	
Reception	To understand and talk about Jesus's rule for friends.	To recognise how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.	To talk about what we love and wonder about our world.	To recognise that everyone shares in God's world.	To talk about how we should praise God for our wonderful world.	To talk about what we love and wonder about our world and how God gave us this wonderful world.	
Year 1	To talk about their experiences and	To wonder about concerning making choices	To ask and respond to questions about	To recognise the story of Levi the	To recognise key elements of the	To recognise that we need forgiveness to get closer to God	To recognise that God always forgives

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	feelings about making choices.		the consequences that choices have on others and themselves	tax collector (Luke 5: 27-31)	story of Zacchaeus (Luke 19:1-10)		us when we are sorry.
Year 2	To talk about their own experience and feelings about rules in their life. To wonder about the importance of keeping rules for themselves and for others.	To ask and respond to questions about their own and others' experiences and feelings of the importance of rules.	To retell the story of Peter asking Jesus about forgiveness as a religious story	To recognise some religious words and signs that Christians use to express sorrow and forgiveness (sorry, sadness, penance, reconciliation, forgiveness)	To recognise that people say sorry and ask forgiveness because they are followers of Jesus. To use religious words and phrases to describe the examination of conscience.	To describe some aspects of the Sacrament of Reconciliation.	To describe how Christians, try to practise Jesus' commandment of love, peace and reconciliation (attending Mass, Reconciliation, forgiving others, saying sorry, sorry prayers, penance)
Year 3	To talk about their own experience and feelings about making choices To wonder about the importance of making choices	To ask and respond to questions about their own and others' experiences and feelings of making difficult choices	To describe how the father and sons felt in the story of the Prodigal Son. To give reasons for the feelings of the father and sons in the story of the Prodigal Son	To describe what happens during the Sacrament of Reconciliation To give reasons for what happens during the Sacrament of Reconciliation	To describe how we can use our special gifts to help and care for others	To give reasons for why we should use our special gifts to help and care for others	
Year 4	To ask and respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship. To wonder about how friendships may be restored.	To make links to show how feelings and beliefs affect behaviour and that of others in respect to maintaining friendship.	To compare their own and other people's ideas about questions of building and maintaining friendship	To make links between religious stories and beliefs which show friendship	To use religious words to describe some religious actions and symbols used in Reconciliation To use religious words and phrases to give reasons for some	To make links to show how faith and beliefs about reconciliation affect their behaviour and that of others.	

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					religious actions and symbols used in Reconciliation.		
Year 5	To make links to show how feelings and beliefs about God given freedom and responsibility affect their behaviour and that of others and begin to show how own and others' decisions are informed by these beliefs and values..	To compare most of their own and other people's ideas on questions about God given freedom and responsibility that are difficult to answer and begin to engage in discussion about this, in light of religious teaching.	To compare most of their own and other people's ideas on questions about God given freedom and responsibility that are difficult to answer and begin to engage in discussion about this, in light of religious teaching.	To make links between the Good Samaritan scripture and Christian beliefs about healing and helping others. To make links between the Good Samaritan scripture and the actions of real life Samaritans in daily life e.g. doctors, priests.	To use developing religious vocabulary to give reasons for the religious actions and symbols in the Sacrament of the Sick	To give reasons for the actions of believers who travel to Lourdes.	To use religious terms to show an understanding of the Sacrament of the Sick.
Year 6	Make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others. Engage and respond to questions of the experience of sickness and healing in the light of religious teaching.	Recognise, retell and explain why and when Jesus has been so concerned with the sick and needy. Show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.	Show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.	Make links between the story of the Good Samaritan and give reasons why Christians care for the sick and the needy.	Describe and make links to the oil of crism, what it stands for and when it is used.	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them.	Give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick.

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Universal Church – Our World Theme



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Nursery	To recognise what Jesus tells us about being friends.	To recognise how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.	To talk about what we love about our world.	To recognise that God created the world and said, "Indeed it is very good".	To talk about how we need to take care of God's world.	To talk about what we love and wonder about our world and how God gave us this wonderful world.	
Reception	To understand and talk about Jesus's rule for friends.	To recognise how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.	To talk about what we love and wonder about our world.	To recognise that everyone shares in God's world.	To talk about how we should praise God for our wonderful world.	To talk about what we love and wonder about our world and how God gave us this wonderful world.	
Year 1	To talk about their experience and feelings about neighbours	To wonder about neighbours, both locally and globally	To ask and respond to questions about their own and others' experiences and feelings about neighbours	To recognise that Jesus taught his friends to be good neighbours (Mark 6: 30-32)	To recognise how we can be a neighbour to others based on scripture (Luke 10: 25-37)	To recognise different ways to be a global neighbour (caring for the planet, giving money to charity, loving others, praying for people around the world)	To recognise how the words of Pope Francis teaches us to be a good global neighbour (Laudato Si)
Year 2	To ask and respond to questions about their own and others' experiences and feelings of the beauty of God's creation.	To recognise the world was made by God for us all to share. To describe the things we share within our world.	To recognise and describe the ways we all have a common responsibility to care for our common home.	To retell the story of creation and the role that humans were given to care for God's creation.	To describe the actions of believers in how they care for our common home (people and the world)	To make simple links between the actions of believers and the responsibility God gave to Adam and Eve.	To retell the words of Pope Francis and how he asks us to care for our common home (Laudato Si)
Year 3	To ask and respond to questions about their own and	To retell scripture about some of Jesus' special places	To make links between Jesus'	To describe how we can care for our	To describe what a pilgrimage is	To describe how we could make our	

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	others' experiences and feelings of special places.	The world	special places and Christian beliefs	brothers and sisters across the world	and where people go on pilgrimages. To give reasons for why people go on pilgrimages	school a better place, e.g. build a new buddy stop To give reasons for why we should make our school a better place	
Year 4	To ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. To wonder about ordinary people doing extraordinary things.	To make links to show how feelings and beliefs affect their behaviour and that of others.	To compare their own and other people's ideas about the question of what makes a person do extraordinary thing. To know how their own and others' decisions about actions in life are informed by beliefs and values.	To give reasons for the actions of certain people they have studied.	To describe some ways in which religion is lived out by different saints and can make links with their own lives	To make links between scripture and the actions and beliefs of followers of God's way.	To show an understanding of how religious belief has shaped the way some people live out their lives.
Year 5	To make links to show how feelings and beliefs about being a steward of God's creation affect behaviour and that of others and begin to show how own and others' decisions are informed by these beliefs and values.	To compare their own and other people's ideas on questions about being a steward of God's creation that are difficult to answer and begin to engage in discussion about this, in light of religious teaching.	To make links to many sources that support a point of view about being a steward of God's creation and begin to arrive at a judgement.	Describe and show understanding of religious sources, ideas, beliefs and experiences making links between them and ways to live justly.	Show understanding of how believers can live out the 'Common Good'	Describe and show understanding of religious sources, ideas, beliefs and experiences making links between them and Catholic Social Teaching	To engage with how we may be good stewards of the resources entrusted to us by God.

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Year 6	To ask and respond to questions about how we 'Act justly, love tenderly and walk humbly with God.' In our own lives.	To show an understanding of the unjust distribution of the world's resources.	To wonder about how faith and action can help make a just and better world to live in.	To describe the parable of the sheep and goats and explain how Christians live this out in their daily life.	To reflect on what it means to live justly and make links to the belief and values of others.	To make links between the Beatitudes and how they impact our belief on the common good.	To show understanding of how we can take the Good News to people who need to hear it.
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