



St Anselm's RE Long term Curriculum Map 22-23



RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	God's World -RSE (BTK)	God's Family -RSE (BTK)	Getting to know Jesus -RSE (BTK)	Sorrow and Joy -RSE (BTK)	New Life -RSE (BTK)	The Church -RSE (BTK)
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age. It ensures overall continuity and progression: e.g. EYFS GOD'S WORLD; Y1 GOD'S GREAT PLAN (more specific); GOD'S CHOSEN PEOPLE	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.



St Anselm's RE Long term Curriculum Map 22-23



<p>Local links</p>	<p>Other Faiths Week (Judaism) – Mosaic Reform Synagogue</p>	<p>Our Lady and St Thomas of Canterbury, Harrow CAFOD</p>	<p>Our Lady and St Thomas of Canterbury, Harrow</p>	<p>Our Lady and St Thomas of Canterbury, Harrow CAFOD</p>	<p>Our Lady and St Thomas of Canterbury, Harrow CAFOD</p>	<p>Other Faiths Week (Islam) -Harrow's Central Mosque Our Lady and St Thomas of Canterbury, Harrow</p>
<p>Curriculum links</p>	<p>Links to English text: The Rainbow Fish (BTK)</p> <p>PSED: Forming good relationships with peers and familiar adults. (BTK)</p> <p>Understanding the word: Countries – linking to families background (BTK)</p> <p>CARITAS: Family and Community</p>	<p>Links to English text: The Toy's Party (BTK)</p> <p>CARITAS: Dignity of the Human Person</p>	<p>Links to English text: Farmer Duck (BTK)</p> <p>Understanding the word: Looking at different occupations linked to 'People who help us' (BTK)</p> <p>CARITAS: Rights and Responsibilities</p>	<p>PSED: Showing care and concern for living things (BTK)</p> <p>CARITAS: Options for the poor and vulnerable</p>	<p>Links to English text: The Very Hungry Caterpillar (BTK)</p> <p>PSED: Conflict resolutions/cooperate live play (BTK)</p> <p>Understanding the word: Life cycles – butterflies, chicks, frogs etc. (BTK)</p> <p>CARITAS: Stewardship</p>	<p>CARITAS: The Dignity of Work</p>
<p>AT2 Skills - Learning from religion - Engagement and response</p>	<p>Children answer 'how' and 'why' questions about their experience and in response to religious stories and events.</p> <p>Children confidently speak in a familiar group and talk about their ideas.</p>	<p>Children answer 'how' and 'why' questions about their experience and in response to religious stories and events.</p> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>	<p>Children answer 'how' and 'why' questions about their experience and in response to religious stories and events.</p> <p>Be sensitive to others' needs and feelings.</p> <p>Children confidently speak in a familiar group and talk about their ideas.</p>	<p>Answer 'how' and 'why' questions about their experience and in response to religious stories and events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Talk about past and present events in their</p>	<p>Answer 'how' and 'why' questions about their experience in response to religious stories and events.</p> <p>Children confidently speak in a familiar group and talk about their ideas.</p> <p>Children give their attention to what others say and respond appropriately.</p>	<p>Talk about their own and other's behaviour and its consequences (in church)</p> <p>Talk about how they and other show feelings.</p> <p>Be sensitive to others needs and feelings</p>



St Anselm's RE Long term Curriculum Map 22-23



	Children talk about how they and others show feelings.			own lives and in the lives of family members.		
Year 1						
Topic	God's Great Plan -RSE (BTK)	Mary Our Mother -RSE (BTK)	Families and Celebrations -RSE (BTK)	Following Jesus -RSE (BTK)	The Resurrection -RSE (BTK)	Miracles -RSE (BTK)
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age. It ensures overall continuity and progression: e.g. EYFS GOD'S WORLD; Y1 GOD'S GREAT PLAN (more specific); GOD'S CHOSEN PEOPLE	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age. The content builds on the hierarchy of truths of the Catholic Faith e.g. Trinity in Years 2 & 4; Jesus truly God and truly human in Year 4 etc. Preparation for teaching that Jesus is truly God begins when



St Anselm's RE Long term Curriculum Map 22-23



						we teach the miracles in Year 1 onwards.
Local links	Other Faiths Week (Judaism) – Mosaic Reform Synagogue	Marys Meals	The Laurels	Our Lady and St Thomas of Canterbury, Harrow Marys Meals	Our Lady and St Thomas of Canterbury, Harrow	Other Faiths Week (Islam) -Harrow's Central Mosque
Curriculum links	<p>Links to English text: Goldilocks and the three bears (BTK)</p> <p>PSHCE: New beginnings: Class charter Rights and Responsibilities (BTK)</p> <p>CARITAS: Rights and Responsibilities of looking after God's creation Dignity of the Human Person Elmer: We are all equal and unique Rights and Responsibilities</p>	<p>Links to English text: The Three Little Pigs (BTK/LTA)</p> <p>Links to English text: The Nativity</p> <p>PSHCE: How to treat others Confrontation Anti Bullying (BTK)</p> <p>CARITAS: Call to Family, Community, and Participation. The Three Little Pigs: How we show love to our friends and family.</p>	<p>PSHCE: How to look after our world (BTK)? How can we help/improve the local environment (BTK)?</p> <p>CARITAS: Call to Family, Community, and Participation link to school family, my family, God's family.</p>	<p>PSHCE: It's good to be me Caring for each other, being a good citizen (BTK).</p> <p>CARITAS: Option for the Poor and Vulnerable link to the Widows Offering and The Good Samaritan.</p>	<p>PSHCE: Making the right choices. Understanding the consequences of an action (BTK).</p> <p>CARITAS: Life and Dignity of the Human Person link to Jesus' death.</p>	<p>Links to English text: Pinocchio (BTK)</p> <p>PSHCE: The importance of telling the truth. Communication (e safety) Appreciating and looking after our belongings.</p> <p>CARITAS: Donations: option for the poor and vulnerable. Link to old toys in history. Children donate what is no longer used.</p>
Knowledge	<ul style="list-style-type: none"> be aware of the beauty of God's world and explore 	<ul style="list-style-type: none"> Know that God sent the Angel Gabriel with a message to Mary 	<ul style="list-style-type: none"> Reflect on what it means to be a member of a family; 	<ul style="list-style-type: none"> Hear how Jesus chose some of the first disciples (Luke 3. 5: 1- 	<ul style="list-style-type: none"> Know that Jesus appeared to the disciples in the Upper Room and think about 	<ul style="list-style-type: none"> know that Jesus showed his great power when he calmed the wind



St Anselm's RE Long term Curriculum Map 22-23



	<p>and respond to the wonders of creation e.g. the seasons?</p> <ul style="list-style-type: none">• hear about the story of Creation from Genesis and talk about its meaning;• reflect on the knowledge that God made us because he loves us;• understand that we show God we love him by looking after the world and each other;• be aware that we can spoil God's creation and that we have a responsibility to look after it;• hear an appropriate part of the story of Noah and the Flood and its message of salvation and hope.	<p>and why this is important;</p> <ul style="list-style-type: none">• know that God asked Mary to be the mother of his son and reflect on her response;• hear about Mary's visit to her cousin, Elizabeth and reflect on their good news;• reflect on how we can prepare to celebrate the birth of Jesus;• know that Mary is our mother in heaven and that she is looking after us.	<ul style="list-style-type: none">• Think about what it means to be a member of the school community?• Understand what it means to belong to our Church family;• know that God is our Father in heaven and thin about why it is important?• hear how Jesus' family took him to the Temple and think about why this was a special occasion?• know about some of the celebrations in the Church and why we celebrate these occasions.?	<p>11) and reflect on how we choose our friends;</p> <ul style="list-style-type: none">• hear how Martha and Mary were friends of Jesus and think about how we can be his friends.• know that Jesus died on Good Friday and know that God raised Jesus from the dead three days later and we celebrate this at Easter.	<p>the times when we have experienced great joy and surprise;</p> <ul style="list-style-type: none">• know that Jesus helped the disciples to understand that he was truly risen and was with them (John 21:9-14) and this made them very happy;• know that when Thomas heard that Jesus was alive he did not believe it and be aware that sometimes like Thomas, we don't understand what is happening.	<p>and the waves and know that we can ask Jesus to help us when we are afraid;</p> <ul style="list-style-type: none">• know that Jesus showed his love for sick people when cured a man who was paralysed and know that Jesus has great love for all people who are sick today;• know that Jesus responded to the faith of the blind man with compassion and think of way that we can trust Jesus in situations of need.
--	--	--	--	---	---	---



St Anselm's RE Long term Curriculum Map 22-23



<p>AT1 Skills - Learning about religion (Developing knowledge and understanding)</p>	<p>I can recognise religious stories</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p>	<p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can recognise religious beliefs</p> <p>I can use religious words and phrases</p> <p>I can recognise key figures in the history of the People of God</p>	<p>I can recognise that people act in a particular way because of their beliefs.</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can recognise religious signs and symbols used in worship including the celebration of the Sacraments</p> <p>I can describe different roles of some people in the local, national and universal church - the priest's role in the local Church.</p>	<p>I can recognise religious stories</p> <p>I can recognise religious beliefs</p> <p>I can recognise that people act in a particular way because of their beliefs</p>	<p>I can recognise that people act in a particular way because of their beliefs</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can use religious words and phrases</p> <p>I can recognise religious beliefs</p>	<p>I can recognise religious stories</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p>
<p>AT2 Skills - Learning from religion - Engagement and response</p>	<p>I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer.</p> <p>I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer.</p> <p>I can talk about their own feelings, experiences and the things that matter to them.</p> <p>I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer.</p> <p>I can talk about their own feelings, experiences and the things that matter to them.</p> <p>I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer.</p> <p>I can talk about their own feelings, experiences and the things that matter to them.</p> <p>I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>I can say what they wonder about</p> <p>I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer.</p>	<p>I can say what they wonder about</p> <p>I can talk about their own feelings, experiences and the things that matter to them.</p> <p>I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>
<p>Ideas for applying the</p>	<p>Recall</p>	<p>Recall</p>	<p>Recall</p>	<p>Recall</p>	<p>Recall</p>	<p>Recall</p>



St Anselm's RE Long term Curriculum Map 22-23



<p>skills and knowledge (Content) Higher Order Questioning</p>	<p>Repeat, label, recognise, imitate, talk about own experience What can you see in the picture? What good things are happening in the picture in BB on page 5. Who has made the not so good things happen?</p> <p>Know State, name, list, describe, label, recall What are some of the fruits or animals God has made for us? What does the Bible tell us about God creating the world? What is the story of Noah & the Ark? (TB p. 24 & PPP)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example</p>	<p>Repeat, label, recognise, imitate, talk about own experience Who do you see in the picture in the BB on page 7 or 11? What is happening?</p> <p>Know State, name, list, describe, label, recall What did the angel Gabriel say to Mary? (TB pp. 29-30) What did Mary say to the angel? What are some of things we should do in Advent? What happened when Mary & Joseph arrived in Bethlehem? (TB p. 40) What did the angel say to the shepherds?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why do you think Mary went to visit Elizabeth? Why is Advent important? Why is Christmas important? Who is Jesus?</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the picture in the BB on page 14 or 15? What is happening on page 18? What did you see when you went to church? What happened when you went to church?</p> <p>Know State, name, list, describe, label, recall What happened when Mary, Joseph & baby Jesus arrived in the Temple? What did Simeon say? When Jesus was twelve, what happened when Mary & Joseph took him to the Temple?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why did Mary & Joseph take baby Jesus to the Temple? When Jesus was twelve, why did he stay behind in the Temple? What was he doing?</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 19? (BB1) What has happened in the picture on page 21? (BB1)</p> <p>Know State, name, list, describe, label, recall After Jesus had spoken to the crowd, what did he ask Simon Peter to do? What did Peter say? What happened next? (TB pp. 73-74) What is the story (parable) of the Good Samaritan? What happened three days after Jesus died? (TB p. 87)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Where was Jesus going in Jerusalem? Why? (TB p. 86) Was everyone happy to see Jesus in Jerusalem? Why? Why not? What did these</p>	<p>Repeat, label, recognise, imitate, talk about own experience What can you see in the picture on page 25? (BB1) What is happening in the picture on page 26?</p> <p>Know State, name, list, describe, label, recall Why is Easter important? (TB p. 92) What did the women find when they went to the garden where Jesus has been buried? (TB p. 95)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example When Mary of Magdala went to the garden where Jesus was buried, why did she start to cry? What happened then? (TB p. 95) Why were the disciples hiding in a room with the door locked? What happened? (TB p. 98) Why was it important for the disciples to see</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 28? Retell the story of the Blind Man. (BB p. 31)</p> <p>Know State, name, list, describe, label, recall During the storm at sea, what did Jesus do when the disciples woke him? (TB p. 115) Describe what happened when Jesus saw Bartimaeus. (TB p. 125) What did Jesus do with the 6 big jars of water? (TB p. 127)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why do you think Jesus was able to stop the storm at sea? (TB p. 115) Why do you think Jesus wanted to help the paralysed man? (TB pp. 121-122)</p> <p>Apply/Use your knowledge</p>
--	--	--	--	---	---	--



St Anselm's RE Long term Curriculum Map 22-23



	<p>Why do you think God made so many beautiful things? According to the Bible, why did Adam & Eve have to leave the garden? (TB p. 17 & PPP)</p> <p>Why do you think Noah did what God asked him to do? Why should we feel happy when we see a rainbow? (TB p. 24)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What can we learn from the story of Adam and Eve? (TB p. 17)</p>	<p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Why is it important for us to know about Mary's visit to Elizabeth? What can we learn from Mary? (TB pp. 33-34)</p>	<p>Why was Sunday special for Tom? What happened at Mass? (TB p. 65)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Can you explain what happened when Anna was baptised? (TB p 68) Is it important to be baptised? Why?</p>	<p>people do to Jesus? (TB pp. 86-87)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What do you think Jesus wants us to learn from the parable of the Good Samaritan? How can we be 'Good Samaritans' at home and at school?</p>	<p>Jesus eating fish with them? (TB p. 101) What did Jesus promise his friends before he went back to heaven?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What can you do at Easter to show Jesus that you want to thank him for all he did for us? (TB p. 92).</p>	<p>Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What do you think Jesus wants us to learn from the storm at sea? What do you think Jesus wants us to learn from the miracle at Cana? Why do you think it is important for us to know about the story of the paralysed man?</p>
--	--	--	--	---	--	---



St Anselm's RE Long term Curriculum Map 22-23



Year 2						
Topic	Chosen People, -RSE (BTK)	Mysteries -RSE (BTK)	The Good News -RSE (BTK)	The Mass -RSE (BTK)	Eastertide -RSE (BTK)	The Church is Born -RSE (BTK)
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age. The content builds on the hierarchy of truths of the Catholic Faith e.g. Trinity in Years 2 & 4; Jesus truly God and truly human in Year 4 etc. Preparation for teaching that Jesus is truly God begins when we teach the miracles in Year 1 onwards.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.
Local links	Other Faiths Week (Judaism) – Mosaic Reform Synagogue Our Lady and St Thomas of Canterbury, Harrow	Missio	Our Lady and St Thomas of Canterbury, Harrow	Our Lady and St Thomas of Canterbury, Harrow Missio		Other Faiths Week (Islam) -Harrow's Central Mosque



St Anselm's RE Long term Curriculum Map 22-23



<p>Curriculum links</p>	<p>CARITAS: Life and Dignity of the Human Person Overseas Aid</p>	<p>Links to English Text: Fireworks Poem by Enid Blyton - Writing: Onomatopoeia Poems</p> <p>CARITAS: Call to Family, Community and Participation</p>	<p>CARITAS: Rights and Responsibilities.</p>	<p>Geography: Identifying key features including vegetation, season and weather. (BTK)</p> <p>CARITAS: Care for God's Creation</p>	<p>Science: Animals including Humans notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (BTK)</p> <p>History: Florence Nightingale (BTK)</p> <p>CARITAS: Option for the Poor and Vulnerable</p>	<p>CARITAS: Call to Family, Community, and Participation.</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • know that we are chosen by God; • know that God chose certain people to lead and guide his people; • know that God called Abraham; • know that God chose Moses to be a great leader; • know how Samuel 	<ul style="list-style-type: none"> • Know about and reflect on mysteries; • Know that there are three persons in one God and we can experience him in three different ways; • Know about and reflect on God's choice of Mary and Joseph; • Know that Jesus is God's gift to the whole world and how we can respond to that. 	<ul style="list-style-type: none"> • Know that Jesus can change sadness into joy; • Know that we should always remember to thank Jesus for his help; • Know that Jesus used his power to help others and reflect on the importance of these events; • Know that Jesus brought the good news of God's love and what that meant for us. 	<ul style="list-style-type: none"> • Know and reflect on the importance of the celebration of the Mass; • Know about the readings at Mass and why we should listen to them; • Know that at the Offertory we offer gifts to God; • Know and appreciate that at the Consecration the bread and wine are changed into Jesus. 	<ul style="list-style-type: none"> • Know that Jesus rose from the dead and still lives to be with us; • Know that Jesus told the disciples that he would go back to Heaven but promised that the Holy Spirit would come; • Know that Jesus returned to Heaven and promised to return again and this gives us hope; • Know the story of the coming of the Holy Spirit on the Apostles and know that the 	<ul style="list-style-type: none"> • Know that when the apostles received the Holy Spirit they spread the news and know that we can help to spread the good news; • Know about the early Christian community and understand that we are part of the Christian community today; • Know that the apostles realised that God could work through them and



St Anselm's RE Long term Curriculum Map 22-23



	<p>responded to God's call;</p> <ul style="list-style-type: none"> • know the story of Daniel in the lions' den. • be aware that we are chosen by God; • reflect on Abraham's trust in God; • be aware that we should always trust God; • be aware that God chooses unexpected people; • reflect on our response when God calls; • reflect on God our protector. 				<p>Holy Spirit is promised to us.</p>	<p>can still work through us;</p> <ul style="list-style-type: none"> • Know the story of Peter's escape from prison and reflect on its meaning.
<p>AT1 Skills - Learning about religion (Developing knowledge and understanding)</p>	<p>I can recognise religious stories</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can recognise key figures in the history of the People of God</p>	<p>I can recognise religious beliefs</p> <p>I can recognise key figures in the history of the People of God</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can describe the life and work of some of the key</p>	<p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can recognise religious beliefs</p>	<p>I can describe some religious symbols and the steps involved in religious actions and worship.</p> <p>I can use religious words and phrases</p>	<p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can recognise that people act in a particular way because of their beliefs</p>	<p>I can recognise that people act in a particular way because of their beliefs</p> <p>I can retell, in any form, a narrative that corresponds to the scripture source</p> <p>I can describe the life and work of some of the key figures in the history of the People of God</p>



St Anselm's RE Long term Curriculum Map 22-23



	I can describe the life and work of some of the key figures in the history of the People of God	figures in the history of the People of God I can use religious words and phrases				I can use religious words and phrases
AT2 Skills - Learning from religion - Engagement and response	I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer. I can talk about their own feelings, experiences and the things that matter to them. I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them	I can say what they wonder about I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them	I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer. I can talk about their own feelings, experiences and the things that matter to them.	I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer. I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them	I can say what they wonder about I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer. I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them	I can ask wondering questions about all of the areas study and recognise that some questions are difficult to answer. I can talk about their own feelings, experiences and the things that matter to them. I can ask and respond to questions about their own and others' feelings, experiences and things that matter to them
Ideas for applying the skills and knowledge (Content) Higher Order Questioning	Recall Repeat, label, recognise, imitate, talk about own experience p. 9 What do you see happening in the picture? p. 16 What do you see happening in the picture?	Recall Repeat, label, recognise, imitate, talk about own experience p. 22 Pause to talk – questions p. 31 Task 3 Know State, name, list, describe, label, recall	Recall Repeat, label, recognise, imitate, talk about own experience p. 38 What is happening in the picture? p. 39 Task 1 pp. What do you see happening in the pictures? Know	Recall Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 52? Look at the pictures on page 66. In what ways are the children helping? Know	Recall Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 69? What is happening in the picture on page 72? What was the sad news Jesus gave to his disciples?	Recall Repeat, label, recognise, imitate, talk about own experience What is happening in the pictures on pages 86-87? Look at the pictures on pages 91-92. Retell what is happening. Task 3 page 99.



St Anselm's RE Long term Curriculum Map 22-23



<p>p. 18 What do you see happening in the picture?</p> <p>Know State, name, list, describe, label, recall p. 9 Pause to talk – questions p. 11 Task 2 p. 15 Why were the Israelites panicking? p. 15 Task p. 16 Pause to talk – questions</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example p. 8 Pause to talk – questions p. 10 Why is Abraham important? p. 14 Task 2 p. 18 Pause to talk – questions p. 19 Task 3</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate,</p>	<p>p. 25 Task 3 p. 27 Task 2 p. 28 Pause to talk – questions p. 30 Task 1</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Make a list of the ways God knows you (TB & KS1 CD ROM) p. 25 Task 4 (TB p...) p. 27 Why did God choose Mary? p. 30 How can we bring hope, love, joy and peace to others? p. 31 What is the mystery of the Incarnation? p. 35 Task 2</p>	<p>State, name, list, describe, label, recall p. 39 Task 1 p. 40 Pause to talk – questions p. 48 Task 1</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example p. 39 Task 4 p. 41 Pause to talk – questions p. 42 Task 1 p. 44 Task 1 p. 45 Task 4 p. 48 Task 2 p. 51 What reasons does Jesus give for working miracles?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate p. 42 Task 3 p. 48 Task 4</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt p. 51 Use the Bible to answer Task 3</p>	<p>State, name, list, describe, label, recall Why do people go to Mass? (p. 53) What do you know about the Trinity? (pp. 23-24) No. 2 p. 55 No. 2 p. 59 What is a covenant? (p. 60)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What does the Mass celebrate? ((p. 53) Why is the Mass important? (p. 53) What was the New Covenant Jesus made with us? (p. 60) Task 2 page 62 Task 1 page 64 Task 5 page 64 Task 2 page 65 Questions a) b) & c) in 1, 2 & 3 page 67 Explain what you can do at each part of the Mass (TB p. ...)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate</p>	<p>What was the good news he gave to them?</p> <p>Know State, name, list, describe, label, recall What day did Jesus die on the cross? (p. 68) What is that day called? Task 1 page 76 Task 1 page 79 What did the Holy Spirit do for the apostles? What did they do then? (p. 82)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What does the resurrection of Jesus tell us about him? Task 1 page 70 Task 4 page 76 Task 3 page 79 Task 5 page 83 Look at the pictures of the Last Supper, Good Friday, Easter Sunday morning and breakfast on the beach. Explain what happened in each of them. (WS TB ...)</p> <p>Apply/Use your knowledge</p>	<p>Know State, name, list, describe, label, recall Tasks 1 & 2 page 86. Tasks 4 & 5 page 87 Task 2 page 89 Pause to talk questions page 97</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example How did the Holy Spirit help the apostles? (p. 85) Task 3 page 87 Task page 93</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What did the first Christians do that we can do? (p. 88) Task page 95 What can we learn from the story of Peter in prison? (pp. 96-98) Task 2 page 99</p> <p>Analyse</p>
--	---	---	--	--	--



St Anselm's RE Long term Curriculum Map 22-23



	complete, classify, explain, demonstrate p. 10 Pause to talk - questions			Why is it important to listen to the Readings at Mass? Explain by giving an example. In what ways is the New Covenant likely to help us? Give examples. (p. 62)	Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Why is the resurrection of Jesus important for us? (p. 74) What promise did Jesus make to us before he went back to heaven? Why is it important? (pp. 75-76)	Analyse, explain, investigate, compare, demonstrate, adapt a) Explain how the Sacrament of Baptism can help us. b) Give examples. (p. 95)
Year 3						
Topic	The Christian Family -RSE (BTK)	Mary, Mother of God -RSE (BTK)	Sacrament of Reconciliation -RSE (BTK)	Celebrating the Mass -RSE (BTK)	Celebrating Easter and Pentecost -RSE (BTK)	Being a Christian -RSE (BTK)
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age. YEAR 3 main focus on SACRAMENTS: BAPTISM, RECONCILIATION, EUCHARIST to support what children are learning	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.



St Anselm's RE Long term Curriculum Map 22-23



			in the parish as a preparation for their First Holy Communion.			
Local links	Other Faiths Week (Judaism) – Mosaic Reform Synagogue	Aid To The Church In Need	Our Lady and St Thomas of Canterbury, Harrow	Our Lady and St Thomas of Canterbury, Harrow Aid To The Church In Need	Our Lady and St Thomas of Canterbury, Harrow	Other Faiths Week (Islam) -Harrow's Central Mosque
Curriculum links	CARITAS: Care for God's Creation.	Links to English (Text) and History: The Sound Collector Poem - Remembrance Day Writing – Performing with actions and sounds (BTK) PE: Personal challenge – Circuit of challenges where children work on techniques to improve (BTK) CARITAS: Call to Family, Community, and Participation and Rights and Responsibilities.	Geography: Climate Effects of climate change - BTK CARITAS: Life and Dignity of the Human Person	Links to English (Text) and Science: Aubrey and the Terrible Ladybirds- Speech about rights and responsibilities for our planet and Diary entry from Aubrey's perspective Science: Plants; Explore the life cycle of plants – BTK Equalities and British Values: Different cultures Faiths and beliefs Tolerance Black history – poem - BTK CARITAS: Rights and Responsibilities s.	CARITAS: The Dignity of Work and the Rights of Workers.	CARITAS: Option for the Poor and Vulnerable.
Knowledge	<ul style="list-style-type: none"> understand that the Church is the family of God; know that we join this family when we receive the 	<ul style="list-style-type: none"> know that God called Mary to be the Mother of Jesus; know how Mary responded to God's call; 	<ul style="list-style-type: none"> know that Jesus called people to change and turn away from sin to receive the love of God; know Jesus' teaching on sorrow and forgiveness; 	<ul style="list-style-type: none"> know why Sunday is special for Christians; know that we come to Mass to hear the teaching of Jesus and pray to him; know that in the Mass we offer thanks to God 	<ul style="list-style-type: none"> know that God the Father raised Jesus from the dead on Easter Sunday; know that because Jesus rose from the dead we too will rise from the dead; 	<ul style="list-style-type: none"> have some understanding of what being a Christian involves; know that being a follower of Jesus involves great challenges and joys;



St Anselm's RE Long term Curriculum Map 22-23



	<p>Sacrament of Baptism;</p> <ul style="list-style-type: none"> know what happens at a Baptism; know the signs used in Baptism and why they are used; know the promises made by parents and godparents at Baptism; know that Baptism is a Sacrament. <p>reflect on what it means to be part of a family;</p> <p>reflect on what it means to be part of the Christian family;</p> <ul style="list-style-type: none"> experience a liturgical celebration. 	<ul style="list-style-type: none"> know the 'Hail Mary' and begin to understand it; know that Advent is a time to prepare for the coming of Jesus at Christmas; understand that Christmas is a celebration of the birth of Jesus, the Son of God; know the stories of the shepherds and wise men's visits to see the baby Jesus and that they knew he was the Son of God. reflect on Mary's role as our Mother, how she shows her love for us and how we can show our love for her; identify ways we can prepare for the birth of Jesus during Advent. experience an Advent liturgy. 	<ul style="list-style-type: none"> know that it is not always easy to change and turn away from sin; know about some individuals who changed and turned away from sin; know that the Sacrament of Reconciliation is a celebration of God's love and forgiveness; know and understand an Act of Sorrow; know that Lent is a time to change and that Ash Wednesday is the beginning of Lent. reflect on how Jesus calls us to change; identify ways we can change this Lent and make our own Lenten resolutions. understand what it means to say we are sorry; deepen awareness of how forgiveness makes a person whole again. 	<p>the Father for the gift of his Son;</p> <ul style="list-style-type: none"> know that during Mass the bread and wine become the body and blood of Jesus; know that when we receive Holy Communion we receive Jesus; know that Jesus is present in the Blessed Sacrament in the tabernacle; learn some of the responses in the Mass; understand that Jesus died on the cross, and rose again, to save us from sin. identify ways we can make Sunday a special day; appreciate all that we have to be thankful for; understand how we should behave at Mass; be aware of the most sacred parts of the Mass. 	<ul style="list-style-type: none"> know the story of the appearance of Jesus on the road to Emmaus and to Thomas; know the story of the coming of the Holy Spirit at Pentecost; understand how the coming of the Holy Spirit at Pentecost changed the disciples; think about what we should do on Sundays to remember what Jesus has done for us; reflect on times when we need the power of the Holy Spirit; participate in a liturgical celebration for Pentecost. 	<ul style="list-style-type: none"> know some of the challenges and joys in the life of St. Peter; know how St. Paul had to learn to be a Christian; reflect on how you will use the gifts God has given to you to be a Christian. think about your gifts and talents; be aware of the great graces we receive through the Sacraments of Baptism, Reconciliation and Eucharist; participate in a liturgical celebration for Pentecost.
AT1 Skills - Learning about religion	I can describe, with increasing detail and accuracy a	I can retell a narrative that is accurate in its sequence	I can retell a narrative that is accurate in its sequence	I can describe, with increasing detail and accuracy a	I can describe, with increasing detail and accuracy religious symbols	I can retell a narrative that is accurate in its sequence



St Anselm's RE Long term Curriculum Map 22-23



<p>(Developing knowledge and understanding)</p>	<p>range of religious beliefs.</p> <p>I can describe, with increasing detail and accuracy different roles of people in the local, national and universal Church.</p> <p>I can describe, with increasing detail and accuracy religious signs & symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</p> <p>I can make links between beliefs and life, giving reasons for actions and choices.</p> <p>I can make links between beliefs and worship, giving reasons for actions and symbols.</p>	<p>and details and that corresponds to the scripture text.</p> <p>I can describe with increasing detail and accuracy a range of religious beliefs.</p>	<p>and details and that corresponds to the scripture text.</p> <p>I can describe with increasing detail and accuracy the celebration of the Sacrament of Reconciliation.</p> <p>I can describe with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs.</p>	<p>range of religious beliefs.</p> <p>I can make links between beliefs and life, giving reasons for actions and choices.</p> <p>I can describe with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs.</p> <p>I can use a range of religious vocabulary.</p>	<p>and steps involved in religious actions and worship.</p> <p>I can retell a narrative that is accurate in its sequence and details and that corresponds to the scripture text.</p> <p>I can make links between beliefs and sources</p> <p>I can describe with increasing detail and accuracy a range of religious beliefs.</p>	<p>and details and that corresponds to the scripture text.</p> <p>I can describe actions of believers which arise as a consequence of their beliefs.</p> <p>I can make links to show how feelings and beliefs affect their behaviour and that of others.</p> <p>I can describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God.</p> <p>I can make links between beliefs and life, giving reasons for actions and choices.</p>
<p>AT2 Skills - Learning from religion -</p>	<p>I can ask and respond to questions about their own and</p>	<p>I can ask and respond to questions about their own and others' experiences and feelings about each of</p>	<p>I can ask and respond to questions about their own and others' experiences and feelings about each of</p>	<p>I can ask and respond to questions about their own and others' experiences and feelings about each of</p>	<p>I can ask and respond to questions about their own and others' experiences and feelings about each of</p>	<p>I can ask and respond to questions about their own and others' experiences and feelings</p>



St Anselm's RE Long term Curriculum Map 22-23



Engagement and response	others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.	the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.	the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.	the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.	the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.	about each of the areas of study, in relation to questions of meaning and purpose. I can make links to show how feelings and beliefs affect their behaviour and that of others.
AT3 Skills – Analysis and Evaluation against the driver words.			I can express a point of view	I can express a point of view	I can express a point of view I can use a given source to support a view point	I can express a point of view I can use a given source to support a view point
Ideas for applying the skills and knowledge (Content) Higher Order Questioning	Recall Repeat, label, recognise, imitate, talk about own experience Who do you see in the picture on page 4? What is the name of your parish priest? Know State, name, list, describe, label, recall Who is in charge of the whole Catholic Church? (p 8)	Recall Repeat, label, recognise, imitate, talk about own experience Who came to see Mary? P 21) Who do you see in the picture on page 21? What is happening in the picture on page 36? What happens at Christmas? Know State, name, list, describe, label, recall What did the angel say to Mary? (p 21)	Recall Repeat, label, recognise, imitate, talk about own experience Look at the picture on page 50. What are some of the unkind and hurtful things you see happening? Know State, name, list, describe, label, recall What is the Great Commandment? (p 38) What is sin? (p 42) Activity 2 TB page 116 How should a person prepare for the Sacrament of Reconciliation? (p 52)	Recall Repeat, label, recognise, imitate, talk about own experience What is happening in the photo on page 54? Where are the people? What do you see in the pictures on page 57? Know State, name, list, describe, label, recall Activity 1 PB page 60. What happens at the beginning of Mass? (p 59) Why is it important to listen to the Readings at Mass? (p 61)	Recall Repeat, label, recognise, imitate, talk about own experience What happened at Easter? Who do you see in the picture on page 78? What do you see in the picture on page 84? Know State, name, list, describe, label, recall What does the Church celebrate at Easter? (p 71) Write down two things Jesus told the apostles	Recall Repeat, label, recognise, imitate, talk about own experience What is happening in the pictures on page 93? What is happening in the photo on page 98? Know State, name, list, describe, label, recall List five things the Good Samaritan did to help the man who was attacked. (pp 93-94) Understanding



St Anselm's RE Long term Curriculum Map 22-23



<p>Who is in charge of a big group of parishes? (p 8) Where do you meet as a parish family? (p 9) Activity 1 PB p 11</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example The word 'church' has two meanings, what are they? (p 8) Why do Catholics meet as a parish family? (p 9) What does being a Christian mean? (p 11) What happens in the Sacrament of Baptism? (pp 9 & 12) Activity no. 1 TB p 16 What does the baptismal candle symbolise? (p 16) What is the special oil a sign of? (p 16)</p> <p>Apply/Use your knowledge</p>	<p>What did Mary say to the angel? (p 22) Who did Mary go to see? (p 23) What does Advent mean? (p 29)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Activity 2 PB p 25 Why did God come to earth? (p 28) What did the angel tell the shepherds? (p 34) Explain why Christmas is important. (p 33) The wise men gave three gifts to Jesus. a) What were they? b) What did they mean? (pp 36 -37)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 4 PB p 25 Activity 3 PB p 28 Activity 1 PB p 33 Activity 2 PB p 35</p>	<p>What should I do when I go to Confession? (p 52)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example After meeting Jesus, Zacchaeus' life changed for the better. How? (pp 43-45) a) What is the sacrament that helps us to put things right with God? b) What happens in this sacrament? In what ways can the Sacrament of Reconciliation help us?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 7 TB page 116 a) Read the parable of the Lost Sheep pages 46-47. b) Use it to help you do the activity 5 on page 47. Why should we try to go to Confession regularly even if we have done only little things that are wrong?</p>	<p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What is the meaning of the Last Supper? (p 56) What do you know about the Sacrifice of the Mass? What did Jesus mean by the New Covenant? (p 58) Activity 2 PB page 60. Activity 1 PB page 61. Activity 1 PB page 62. Why is there a tabernacle in church? (p 67)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate a) Give some reasons why people go to Mass. b) What do you think are the best reasons? Why? (p 57) Explain what happens when we receive Holy Communion at Mass. Give examples of how this could help us? (p 65)</p>	<p>before he went back to heaven. (p81) What happened at Pentecost? (p 84) Name four fruits of the Holy Spirit. (p 87)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Explain what happens at the Easter Vigil. (pp 72-73) Activity 2 PB pages 74-76. Activity 1 PB page 79. What does the resurrection of Jesus mean for us? (p 80) a) How did Peter and the Apostles change when they received the Holy Spirit? b) What did they do? (pp 84-85)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate a) Why is the feast of Pentecost important? b) What is the Holy Spirit able to do for us? (pp 86 & 88)</p>	<p>Summarise, outline, interpret compare, reword, describe, give an example What are some of the things we have to do to be a Christian? (p 90) Activity 2 TB page 119 How does the Sacrament of Reconciliation help us? (p 97) How does receiving Holy Communion at Mass help us? (p 98)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What do you think are the links between being a Christian and being a Good Samaritan? (pp 83-84) Activity 2 PB page 94. Activity 3 PB page 99. Activity 1 PB page 99. Summarise, outline, interpret compare, reword, describe, give an example</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt</p>
--	--	--	---	---	--



St Anselm's RE Long term Curriculum Map 22-23



	<p>Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate</p> <p>Is it important to receive the Sacrament of Baptism? Why or why not? (pp 10 & 12)</p> <p>Activity no. 1 PB p 11</p> <p>Activity no. 2 PB p 16</p> <p>Activity no. 3 PB p 19</p>				<p>Activity 2 TB page 118</p> <p>Activity 3 TB page 118</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt</p> <p>a) Explain what happened to the Apostles when the Holy Spirit came down upon them.</p> <p>b) How did this affect their behaviour and the way they lived their lives?</p>	<p>Activity 5 TP page 119</p> <p>Activity 6 TB page 119</p> <p>Activity 4 PB page 96.</p> <p>Activity 2 PB page 103 & pages 100-102.</p>
Year 4						
Topic	The Bible -RSE (BTK)	Trust in God -RSE (BTK)	Jesus the Teacher -RSE (BTK)	Jesus the Saviour -RSE (BTK)	The Early Christians -RSE (BTK)	The Church -RSE (BTK)
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD.



St Anselm's RE Long term Curriculum Map 22-23



	<p>It meets the requirements of the RECD.</p> <p>It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p> <p>Year 4 main focus on BIBLE so that children have a knowledge of the STORY OF SALVATION; an essential requirement for understanding our faith and liturgical year</p>	<p>level for children of that age.</p> <p>The content builds on the hierarchy of truths of the Catholic Faith e.g. Trinity in Years 2 & 4; Jesus truly God and truly human in Year 4 etc. Preparation for teaching that Jesus is truly God begins when we teach the miracles in Year 1 onwards.</p>	<p>level for children of that age.</p>	<p>level for children of that age.</p>	<p>level for children of that age.</p>	<p>It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>
Local links	<p>Other Faiths Week (Judaism) – Mosaic Reform Synagogue</p> <p>Our Lady and St Thomas of Canterbury, Harrow</p>	<p>CCS</p>	<p>Our Lady and St Thomas of Canterbury, Harrow</p>	<p>Our Lady and St Thomas of Canterbury, Harrow</p> <p>CCS</p>		<p>Other Faiths Week (Islam) -Harrow's Central Mosque</p>
Curriculum links	<p>Links to English Text: Roman Diary – The Journal of Iliona (LTA BTK)</p> <p>History: The Romans (BTK)</p>	<p>Links to English Text: Escape from Pompeii (LTA BTK)</p> <p>History: Remembrance Sunday (BTK)</p> <p>History: Black History Month (BTK)</p>	<p>Links to English Text: A Sense of History Tudor Life (LTA BTK)</p> <p>Links to English Text: What Are Volcanoes? Christophe's Story – link to anti-bullying week(LTA BTK)</p>	<p>Links to English Text: Firework Maker's Daughter (LTA BTK)</p> <p>Science: Animals and habitats Earth Day (LTA) (BTK)</p>	<p>Links to English Text: Oliver Twist (LTA- BTK)</p> <p>History: The Victorians (BTK)</p> <p>Equalities and British Values: Individual liberty – (BTK)</p>	<p>Equalities and British Values: The effects of disability in sport. (BTK)</p> <p>CARITAS: Family and community</p>



St Anselm's RE Long term Curriculum Map 22-23



	<p>Equalities and British Values: Democracy and rule of law – voting for a class Emperor (BTK) CARITAS: Dignity of the human person</p>	<p>Geography: Volcanoes (BTK) Equalities and British Values: Mutual respect. (BTK) CARITAS: Rights and responsibilities – bystander and Westminster Christmas Service (Children's Catholic Society)</p>	<p>Science: Environment: Changes to the environment and the pose dangers to living things. (BTK) History: The Tudors (BTK) Equalities and British Values: Tolerance for those with different faiths and beliefs. (BTK) PSCHE: Holocaust remembrance. (BTK) CARITAS: Care for God's creation.</p>	<p>Equalities and British Values: Race and gender – (BTK). CARITAS: The Poor and vulnerable .</p>	<p>CARITAS: The Dignity of Work and the Rights of Workers – child workers.</p>	
<p>Knowledge</p>	<ul style="list-style-type: none"> Know that the Bible is a story of God's love and concern for us; Know that the Bible is a living book through which God speaks to us; Know what God is telling us about himself in the Bible; Know that the Bible is one story told through many different books; 	<p>In this unit you will have the opportunity to:</p> <ul style="list-style-type: none"> know Jesus' teaching on the importance of trusting in him; know that it is not always easy to trust in God (e.g. Zechariah); know the promise God made to Mary through the angel Gabriel; know how Joseph put his trust in God when the angel appeared to him; be familiar with Mary's song of praise and trust in God, i.e. the Magnificat; know that God fulfilled his promise to Mary 	<p>In this unit you will have the opportunity to:</p> <ul style="list-style-type: none"> know that Jesus was born a Jew; know the story of the presentation of Jesus in the Temple; know that Jesus attended synagogue as a child and as an adult read the Torah; know that Jesus travelled about teaching people; know that Jesus came to show us the way to live; understand why Jesus used parables to teach people; 	<p>In this unit you will have the opportunity to:</p> <ul style="list-style-type: none"> know that Jesus is truly God and, as man truly human; know that Jesus came to share our life so that we can share his life; know that when Jesus died on the cross he took away our sins; know what happened in Holy week; Know what happened on Easter Sunday. reflect on how we can share in the life of Jesus; 	<p>In this unit you will have the opportunity to:</p> <ul style="list-style-type: none"> know that Jesus appeared to the disciples after his resurrection; know that Peter was chosen by Jesus to play a special role in the Church; know that Jesus gave his followers a mission - to spread the Good News to others; know that Jesus sent his Spirit to help them at Pentecost; understand that this was the beginning of the Church; 	<p>In this unit you will have the opportunity to:</p> <ul style="list-style-type: none"> know that you belong to a community; know what a community is and that there are different types of community; understand what it means to belong to the community of the Church; know that we 'join' the Church community when we are baptised; have some understanding of the Creed as a



St Anselm's RE Long term Curriculum Map 22-23



	<ul style="list-style-type: none"> • Know how to find a Bible reference; • Know that some of the stories in the Bible (e.g. Moses, David, Jonah). • Explore how the Bible helps us to pray; • Have the opportunity to experience how God speaks to us in the Bible • Participate in a Bible service. • Experience a guided meditation on a text from the Bible. 	<p>when Jesus, the Son of God was born.</p> <ul style="list-style-type: none"> • deepen our awareness of God loves for us and know that he asks us to trust in him; • reflect on times we have found it difficult to trust; • reflect on the importance of keeping promises; • make our own Advent promises; • reflect on how Mary and Joseph placed all their trust in God; • experience a celebration of the Nativity. 	<ul style="list-style-type: none"> • know and understand some of the parables Jesus told; • appreciate the relevance of the parables for us today; • recognise that Lent is an opportunity for us to change our behaviour and live as Jesus told us. 	<ul style="list-style-type: none"> • appreciate that Jesus is truly God and, as a man truly human; • take part in some of the Holy Week services; • reflect on the importance of the Resurrection for us. 	<ul style="list-style-type: none"> • know how Saints Peter and Stephen helped to spread the Good News by their lives and their death; • know how Saul became Paul and how he spread the Good News; • know how the Church today shares in this mission • appreciate that we too have a role to play in spreading the Good News; • identify ways we can spread the Good News in our lives; • consider ways in which we can support a mission. 	<p>statement of our faith;</p> <ul style="list-style-type: none"> • know about the important celebrations in the Church's year. • reflect on the different communities to which we belong; • reflect on the joys and challenges of belonging to a community; • explore how we show commitment to our communities; • reflect on what we believe in the Creed; • research and reflect on some of the lives of the saints.
<p>AT1 Skills - Learning about religion (Developing knowledge and understanding)</p>	<p>I can retell a narrative that is accurate in its sequence and details and that corresponds to the scripture text.</p> <p>I can make links between beliefs</p>	<p>I can retell a narrative that is accurate in its sequence and details and that corresponds to the scripture text.</p> <p>I can describe, with increasing detail and accuracy a range of religious beliefs.</p>	<p>I can retell a narrative that is accurate in its sequence and details and that corresponds to the scripture text.</p> <p>I can make links between beliefs and life, giving reasons for actions and choices.</p>	<p>I can make links between beliefs and worship, giving reasons for actions and symbols.</p> <p>I can describe, with increasing detail and accuracy a range of religious beliefs.</p>	<p>I can make links between beliefs and life, giving reasons for actions and choices.</p> <p>I can make links to show how feelings and beliefs affect their behaviour and that of others.</p>	<p>I can make links between beliefs and sources, giving reasons for beliefs.</p> <p>I can describe, with increasing detail and accuracy a range of religious beliefs.</p>



St Anselm's RE Long term Curriculum Map 22-23



<p>skills and knowledge (Content) Higher Order Questioning</p>	<p>Repeat, label, recognise, imitate, talk about own experience What can you remember about Abraham? What do you know about Moses?</p> <p>Know State, name, list, describe, label, recall What did God ask Abraham to do? (p 8) What did God promise Abraham? (p 8) Where did God appear to Moses? What happened? (p 16)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What does the story of Abraham tell us about a) God? b) Abraham? c) Sarah? (pp 8-10) a) What reasons did Moses give to God</p>	<p>Repeat, label, recognise, imitate, talk about own experience What do you know about Jonah? What do you know about the first Christmas? Look at the picture on page 36. What is happening?</p> <p>Know State, name, list, describe, label, recall What did God ask Jonah to do? Did he obey God? What happened? In your own words give a short account of what happened at the Annunciation. What prayer do you know that reminds you of the Trinity?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What important lessons did Jonah have to learn? a) Write an account of what happened to the shepherds. b) Explain why it was such an important experience. (p 35)</p>	<p>Repeat, label, recognise, imitate, talk about own experience Who do you see in the picture on page 40? Look at the pictures on page 38. What has happened?</p> <p>Know State, name, list, describe, label, recall What happened when Mary & Joseph took Jesus to Jerusalem for the Passover? (Luke 2:41-15 and PB p. 43) a) What did Jesus ask Simon Peter and Andrew to do? b) Why did they think it would be a waste of time? c) What did they do? d) What did they witness? Why? What is a parable?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why is the feast of the Presentation of the Lord important for us? (p 40) Activity 1 TB page 98. Activity 3 PB page 52</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 62? What is happening in the picture on page 72?</p> <p>Know State, name, list, describe, label, recall What happened at the Last Supper? (PB p 64) What happened to Jesus on Good Friday? (pp 68-69) What happened on Easter Sunday?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example a) On Good Friday, in what way was Peter a coward? b) Why do you think he did it? Activity 2 PB page 71 What does the Resurrection mean for us? (PB p 73)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate</p>	<p>Repeat, label, recognise, imitate, talk about own experience Who do you see in the picture on page 74? What is happening in it? What is happening in the picture on page 80? What do you know about Saul?</p> <p>Know State, name, list, describe, label, recall What were the three questions Jesus asked Peter when he met him after his resurrection? (p 75) Before ascending to heaven, what did Jesus ☑ explain ☑ promise ☑ and tell the disciples to do? (p 76) What did Paul and Silas do when they arrived in Philippi? (PB p 83)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example a) Why do you think Jesus asked Peter three times if he loved him?</p>	<p>Repeat, label, recognise, imitate, talk about own experience What do you see happening in the picture on page 91? What is in the middle of the picture? Choose a picture on pages 104 – 105. Describe what is happening in it.</p> <p>Know State, name, list, describe, label, recall What do you know about the Church? (p 90) What is a Parish? What happens in it? (p 91) What do you know about Mary? (pp 104-105)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What is the 'communion of saints'? (p 98) Who are the 'Holy Souls'? (p 99) Choose an event in the life of Mary which shows that she was ready to do what God wanted. (pp 104-105)</p>
---	---	---	--	---	---	---



St Anselm's RE Long term Curriculum Map 22-23



<p>for not wanting to go to Egypt? b) Was Moses right to have given those reasons to God? c) What did God promise him? d) If you were Moses, would God's promise make you want to go to Egypt? Why or why not? (pp 15-16)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Was it fair that Jacob had a favourite son? Give reasons. Were Joseph's brothers right to feel angry with him? Why or why not? (pp11-12) a) Very briefly explain what happened between David and Goliath. b) What effect do you think David's</p>	<p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 1 in TB p 97 Mary and Joseph did not know what was going to happen, but they knew about people in the Old Testament who had trusted in God. a) Who do you think they might have talked about? b) What might they have said?</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Think of all you know about Zechariah. a) What was God teaching him? b) Did he learn the lesson? How do you know? c) In what way did God's plan come true for Zechariah and Elizabeth? (pp 27-29) The Trinity Activity 3 TB p 97 & PB pp 38-39</p>	<p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Imagine John the Baptist coming today. ☒ What would he look like? ☒ What do you think he would say to the people? ☒ Would you like to help and support him? Why or why not? Activities 2 or 3 TB page 98</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Use your Bible to read Luke 4:16-22. a) Explain in your own words what the prophet Isaiah said. b) What did Jesus say about this prophecy? c) What do you think he meant? d) What did the people think of him? Activity 4 TB page 98 Activity 3 PB page 49 Activity 3 PB page 55</p>	<p>a) Give a brief outline of what happened to Jesus on Good Friday. b) What do Christians do on Good Friday because of their belief and love for Jesus? Activity 2 PB page 69 Activity 1 PB page 73 Why is Easter Sunday very special for us?</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt What evidence is there in the Gospels to show that Jesus is truly human and truly God? (PB 58-61) a) What is the difference between the Passover and the Last Supper? b) What is the link between the Last Supper and the Mass? (TB p 64) Activity 1 TB page 99 Activity 4 TB page 99 Activity 4 PB page 73</p>	<p>b) What important job did Jesus give to Peter? (p 75) What effect did the Holy Spirit have on the Apostles? Provide evidence.</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 1 TB page 100 & PB page 79 Activity 2 TB page 100 & PB pages 80-81 Activity 1 PB page 84 a) What lesson did Jesus teach Saul on the road to Damascus? b) How does that lesson apply to us today? c) Give examples of how it should help us in school.</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Activity 2 PB page 81 Activity 1 PB page 87 (and page 85)</p>	<p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 1 TB page 101 & TB page 91 Activity 4 TB page 101. a) What did Mother Teresa do that we could do every day and it doesn't cost money? b) Give an example of how you could do it. (pp 102-103)</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Activity 2 TB page 101 a) Name two liturgical seasons b) Explain their importance. c) Which do you think is the most important season in the Church's year? Give reasons for your answer. (PB pp 95-96)</p>
--	---	---	---	---	--



St Anselm's RE Long term Curriculum Map 22-23



	<p>victory had on the Philistines? c) What can we learn from this account? (pp 20-21) God speaks to us Activity 2 PB pp 22-23</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt In what ways did God bring good out of evil and joy out of suffering for the Israelites? From your study of David, make a list of the lessons we can learn from it. (pp 19-21) Activity 4 PB p 23</p>					
Year 5						
Topic	<p>Creation</p> <p>-RSE (BTK)</p>	<p>God's Covenants/ Inspirational People</p> <p>-RSE (BTK)</p>	<p>God's Covenants/ Inspirational People</p> <p>-RSE (BTK)</p>	<p>Reconciliation</p> <p>-RSE (BTK)</p>	<p>Life In The Risen Jesus</p> <p>-RSE (BTK)</p>	<p>Other Faiths Islam Judaism</p> <p>-RSE (BTK)</p>
Why?	To help children grow in their knowledge and love	To help children grow in their knowledge and love of Jesus and his teaching	To help children grow in their knowledge and love of Jesus and his teaching	To help children grow in their knowledge and love of Jesus and his teaching	To help children grow in their knowledge and love of Jesus and his teaching	To help children grow in their knowledge and



St Anselm's RE Long term Curriculum Map 22-23



	<p>of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>	<p>To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>	<p>To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>	<p>To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>	<p>To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>	<p>love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.</p>
Local links	Other Faiths Week (Judaism) – Mosaic Reform Synagogue	Cardinal Hume Centre	The Laurels	Our Lady and St Thomas of Canterbury, Harrow Pinner SPEC Centre		Other Faiths Week (Islam) -Harrow's Central Mosque
Curriculum links	<p>Equalities and British Values: Mutual respect. Democracy and the rule of law. (BTK)</p> <p>PSHCE: Rule of Law – Class Charter; Golden rules; Democracy – Elections within school (BTK)</p> <p>CARITAS: Stewardship; Solidarity and the Common Good</p>	<p>Science: Space: Big Bang vs evolution (BTK)</p> <p>Equalities and British Values: Mutual Respect; Race – Black History (BTK)</p> <p>PSHCE: Team Work; Anti-Bullying Week (BTK)</p> <p>CARITAS: Call to Family, Community and Participation</p>	<p>Equalities and British Values: Rule of law; Individual liberty (BTK)</p> <p>PSHCE: Holocaust remembrance (BTK)</p> <p>CARITAS: Rights and Responsibilities</p>	<p>Geography: Climate Change (BTK)</p> <p>Equalities and British Values: Tolerance of those with different beliefs (BTK)</p> <p>PSHCE: Looking after our planet; Safer internet day (BTK)</p> <p>CARITAS: Option for the Poor and Vulnerable - Lent</p>	<p>Science: Circles of Life / Reproduction – lifecycles (BTK)</p> <p>Equalities and British Values: Tolerance of those with a different gender, race Orientation or disability (BTK)</p> <p>PSHCE: Disabilities (physical link to body functions) (BTK)</p> <p>CARITAS: Life and Dignity of the Human Person</p>	<p>Science: Circles of Life / Reproduction – Describe the changes as humans develop to old age (BTK).</p> <p>Equalities and British Values: Mutual Respect; Tolerance of those with different faiths and beliefs; Gender, Race, Orientation, Disability (BTK)</p> <p>PSHCE: Made in the image of God (BTK)</p>



St Anselm's RE Long term Curriculum Map 22-23



						CARITAS: The Dignity of Work
Knowledge	<ul style="list-style-type: none"> Know that for a long time people have asked questions about Creation. Reflect on some important responses. Know about the story of Creation in the Bible. Reflect on the importance of this story. Know about the story of the Fall. Think about how it helps us to understand suffering in the world. Understand that God calls us to care for creation. Be aware of our responsibilities. 	<ul style="list-style-type: none"> Understand the meaning of covenant. Reflect on God's Covenant with Noah. Know about the Covenant God made with Abraham. Reflect on Abraham's trust in God. Understand that God guides and challenges His people. Be aware of our need to grow in faith and trust in God. Know that God made a Covenant with Moses and the Israelites. Be aware that this Covenant is also made with us. Know that God send prophets to remind His People of His Covenant. Reflect on the message of the prophets for us. Know that God makes a New Covenant with us. 	<ul style="list-style-type: none"> Know that Jesus has come for everyone. Reflect on how we can join his mission. Understand what it means to be a follower of Jesus. Reflect on what it means for you. Know that the Beatitudes show us the way to live. Think of ways they can help us to be true followers of Jesus. Understand why Jesus blessed the merciful. Think about what this means for us. Know why Jesus blessed the pure in heart. Reflect on the presence of God within you. Know why Jesus blessed those persecuted for doing what is right. Think of what you can do to help those suffering today. 	<ul style="list-style-type: none"> Understand that actions have consequences. Reflect on some of the consequences of actions. Understand that Mary, our Mother untangles knots of sin. Reflect on how Mary is always ready to help us. Know about God's love and forgiveness. Reflect on what this means for us. Understand the meaning of sin. Reflect on how sin hurts us, others and our relationship with God. Know what happens in the Sacrament of Reconciliation. Reflect on how this sacrament helps us. Understand that God is love and always ready to forgive. 	<ul style="list-style-type: none"> Know that Jesus is risen from the dead. Reflect on what the Resurrection of Jesus means for us. Understand the meaning of the Resurrection. Reflect on the importance of the Resurrection for us. Know that the Spirit of Jesus works in many ways. Reflect on the Spirit at work in the Church. Know that Jesus is present among us in different ways. Reflect on how we can be present with Jesus. Know that there are different ways of praying. Explore different ways of praying. Understand how Jesus teaches us to pray. Reflect on the importance of prayer for us. 	<ul style="list-style-type: none"> Know what the Church teaches about other faiths. Reflect on the teaching of the Church for us. Understand what we believe about our Catholic Faith. Reflect on our beliefs. Know some important Jewish beliefs. Think about their importance. Know about some Jewish celebrations. Reflect on the meaning of them. Know some of the beliefs we share with Jews and the differences between us. Reflect on their importance for us. Know some significant Muslim beliefs. Think about their importance.



St Anselm's RE Long term Curriculum Map 22-23



	<ul style="list-style-type: none"> Know about some of God's great helpers. Reflect on what we can learn from them. Be aware of God's great gifts to us. Reflect on the importance of our gifts. 	<ul style="list-style-type: none"> Reflect on our part in the New Covenant. 	<ul style="list-style-type: none"> Understand why Jesus blessed the poor in spirit. Reflect on what we can learn from Fr. Arrupe. Know that the meek are blessed. Reflect on the importance of trying to do God's will. Know what it means to be a saint. Think about how it would affect your life. 	<ul style="list-style-type: none"> Reflect on what it means to experience forgiveness. 		<ul style="list-style-type: none"> Understand some important practices of Muslims. Reflect on the importance of prayer
<p>AT1 Skills - Learning about religion (Developing knowledge and understanding)</p>	<p>I can show knowledge and understanding of a range scripture passages that correspond to the scripture source used.</p> <p>I can show knowledge and understanding of actions of believers which arise as a consequence of their beliefs.</p> <p>I can show understanding by making links between beliefs and life</p>	<p>I can show knowledge and understanding of the life and work of key figures in the history of the People of God.</p> <p>I can show knowledge & understanding of a range of religious beliefs.</p> <p>I can show understanding of, by making links between beliefs and life.</p>	<p>I can show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.</p> <p>I can use religious vocabulary widely, accurately and appropriately.</p> <p>I can show knowledge and understanding of what it means to belong to a church community.</p>	<p>I can show knowledge and understanding of a range of religious beliefs.</p> <p>I can make links and connections between beliefs and life.</p> <p>I can use religious vocabulary widely, accurately and appropriately.</p> <p>I can show knowledge and understanding of the Sacrament of Reconciliation.</p> <p>I can show understanding by making links between: Beliefs and sources</p>	<p>I can show understanding by making links between beliefs and life.</p> <p>I can show understanding by making links between: beliefs and sources</p> <p>I can show knowledge and understanding of the steps involved in religious actions and worship.</p>	<p>I can show knowledge and understanding of those actions of believers which arrive as a consequence of their beliefs.</p> <p>I can show knowledge and understanding of religious symbols and the steps involved in religious actions.</p> <p>I can show understanding by making links between beliefs and life.</p>



St Anselm's RE Long term Curriculum Map 22-23



	I can show understanding by making links between beliefs and sources			I can show knowledge and understanding of a range of scripture passages that correspond to the scripture source used.		
AT2 Skills - Learning from religion - Engagement and response	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	I can show an understanding of how your own and others decisions are informed by beliefs and moral values.	I can show understanding of how own and other's decisions are informed by beliefs and moral values.	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>
AT3 Skills – Analysis and Evaluation against the driver words.	<p>I can use sources to support a point of view</p> <p>I can express a point of view and give reasons for it.</p>	I can express a point of view and give reasons for it.	<p>I can express a point of view and give reasons for it.</p> <p>I can recognise difference, comparing and contrasting different points of view.</p>	<p>I can use sources to support a point of view</p> <p>I can express a point of view and give reasons for it.</p>	I can express a point of view and give reasons for it.	<p>I can express a point of view and give reasons for it.</p> <p>I can recognise difference, comparing and contrasting different points of view.</p>
Ideas for applying the skills and knowledge (Content) Higher Order Questioning	Recall Repeat, label, recognise, imitate, talk about own experience	Recall Repeat, label, recognise, imitate, talk about own experience Look at the picture on page 25. Tell the story about it.	Recall Repeat, label, recognise, imitate, talk about own experience Look at the picture of Fr Damien on page 47. What do you know about him?	Recall Repeat, label, recognise, imitate, talk about own experience Look at the picture on page 71. What can you see? What is happening?	Recall Repeat, label, recognise, imitate, talk about own experience Look at the picture on page 85. What has happened?	Recall Repeat, label, recognise, imitate, talk about own experience Choose one of the pictures on pages 106-



St Anselm's RE Long term Curriculum Map 22-23



<p>Look at the picture on page 8. What does it tell you?</p> <p>Know State, name, list, describe, label, recall. What is the story of the Fall in Genesis?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What is the difference between scientific and theological truths?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Are we completely free to do what we like? Think deeply and give reasons for your answer.</p> <p>Analyse</p>	<p>Know State, name, list, describe, label, recall. What did God ask Abraham to do? What did He promise Abraham? (PB p. 27)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example In what ways did Abraham obey God? In what ways did God keep his promise to Abraham? (PB 27-28)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What were some of the challenges that the Israelites experienced? What were some of the blessings? What can we learn about God from the experiences of the Israelites?</p> <p>Analyse</p>	<p>Know State, name, list, describe, label, recall. What are the Beatitudes? Name one of them and describe.</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What do we have to do to be a faithful follower of Jesus? Give examples.</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate In 1 Cor 13:4-7, St. Paul explains what Jesus meant by love. Give examples of what you are like when you live like this. (PB p. 45)</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt In what ways was Bl. Miguel Pro a true follower of Jesus?</p> <p>Justify opinions</p>	<p>Know State, name, list, describe, label, recall. What is the Sacrament of Reconciliation? Can you think of another name for it? What does this Sacrament give us a chance to do?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Receiving the Sacrament of Reconciliation: What should you do: Before confession? At confession? After confession?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What does Pope Francis mean by a 'knot' of disobedience? What do these 'knots' do to us? How can we get rid of them?</p> <p>Analyse</p>	<p>Know State, name, list, describe, label, recall. What instructions did Jesus give to the eleven Apostles when he appeared to them after the Resurrection? (PB p. 86)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What request did the chief priests and Pharisees make to Pilate following the death of Jesus? Why did they make it?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What difference does the resurrection of Jesus make to our lives today?</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt In the Apostles' Creed, we profess our belief that Jesus was crucified, died</p>	<p>107. Say what has happened in it.</p> <p>Know State, name, list, describe, label, recall. How should we treat people of other religions?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What does the Church teach about other religions?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What is the most obvious belief we share with Jews? Give an example of one of the major differences between Jews and Christians.</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt</p>
---	---	---	--	--	--



St Anselm's RE Long term Curriculum Map 22-23



<p>Analyse, explain, investigate, compare, demonstrate, adapt Think about co-creators and de-creators. Why is it very important for us to be aware of the consequences of our actions?</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast A true Christian cannot ignore the needs of others. What do you think? Give reasons for your opinion.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "Science contradicts religion." Discuss. a) Say what you think and why. b)</p>	<p>Analyse, explain, investigate, compare, demonstrate, adapt Study the Ten Commandments. Give three thoughtful reasons why you think God gave us these commandments.</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Some people believe that Christmas is all about parties, presents and holidays. What is your opinion? Give reasons for it.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "The New Covenant and the New Commandment are God's greatest gifts to us." Discuss. a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it.</p>	<p>Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Bl. Pier Giorgio was a problem for teachers. Do you think he should be canonized a saint? Give reasons to justify our opinion.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "Pier Giorgio should be canonized." Discuss. "Fr. Damien should not have risked his life helping people with leprosy." Discuss. a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>Analyse, explain, investigate, compare, demonstrate, adapt Jesus asks us to forgive not 7 but 77 times. Think of the times when Jesus forgives. How do these help us?</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast To forgive or not to forgive is a serious question. Give reasons for and against forgiving. What would Jesus do? What does he ask us to do?</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "It's always right to forgive." Discuss. a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>and rose again. Where can you find evidence for these beliefs? (Allow pupils to use the Bible to find them).</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Imagine some of your friends do not believe in the resurrection of Jesus and try to convince you that it is not true. What would you say to them? What evidence would you give for your belief?</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation Pope John XXIII was too old to be elected Pope. Discuss a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>Why is it important for Jews and Christians to study, understand and respect each other's religion?</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Imagine a Muslim asks you what you believe about Jesus. In your reply, include: who Jesus is for you, what he has come to do for all people, how he helps you to live a good life.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "Christians, Jews and Muslims can all contribute to peace, harmony and love in the world today." Discuss. a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it.</p>
--	--	--	---	---	---



St Anselm's RE Long term Curriculum Map 22-23



	Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.	d) Quote some source of evidence.				d) Quote some source of evidence.
Year 6						
Topic	Kingdom of God RSE BTK	Justice RSE BTK	Exploring the Mass RSE BTK	Jesus the Messiah (Lent to Easter) RSE BTK	The Transforming Spirit RSE BTK	Called to Serve RSE BTK
Why?	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.	To help children grow in their knowledge and love of Jesus and his teaching To give children a knowledge, understanding and love of their Faith It meets the requirements of the RECD. It is based on the essential teaching of the Catholic faith at an appropriate level for children of that age.
Local links	Other Faiths Week (Judaism) – Mosaic Reform Synagogue	Catholic Workers Farm	Our Lady and St Thomas of Canterbury, Harrow	Our Lady and St Thomas of Canterbury, Harrow		Other Faiths Week (Islam) -Harrow's Central Mosque



St Anselm's RE Long term Curriculum Map 22-23



	Our Lady and St Thomas of Canterbury, Harrow Pinner SPEC Centre					
Curriculum links	<p>Links to English Text: Goodnight Mr Tom: War poetry using Imagery and Diary entries & letters from a character's perspective (Christmas Day Truce)</p> <p>History: World War 2 (Harrow during WW2); Black History Month (BTK)</p> <p>Equalities and British Values: Evacuation Law during WW2 Children moving into country and integrating (BTK)</p> <p>CARITAS: Rights and Responsibilities: hosts taking in evacuees ; Life and dignity of the human person:</p>	<p>Links to English Texts: Eye of the Wolf and The Explorer: Non-chronological report to discuss a chosen environmental issue (e.g. plastic in our oceans); Persuasive letter about Fair Trade / deforestation</p> <p>Science: Evolution & Inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (BTK)</p> <p>Geography: Damaging our World; The Amazon (BTK)</p> <p>Equalities and British Values: Housing crisis (Asylum Seekers / Refugees) (BTK)</p>	<p>Links to English Text: Pig Heart Boy: News conference about a child's heart operation</p> <p>CARITAS: Life and dignity of human person: Donating organs/blood</p> <p>Equalities and British Values: Disabilities (physical link to body functions) (BTK)</p>	<p>Links to English Text: The Hero Twins – Against Lords of Death: Ancient Mayan poetry</p>		<p>Equalities and British Values: Other Faiths Week: Mutual faiths Tolerance of those with different faiths and beliefs; Production: Team work (BTK)</p>



St Anselm's RE Long term Curriculum Map 22-23



	soldiers at war/air raids during WW2	CARITAS: Care for God's Creation/Call to community and participation: preventing deforestation/taking action against climate change (Laudato Si); Focus on Genesis: God's creation				
Knowledge	<ul style="list-style-type: none"> Know that at the beginning of Jesus' public life he is tempted by the devil; Luke 4: 1-1 Know about the conditions for following Jesus; lk. 9: 23-26 Know that Jesus performs mighty works and wonders and signs; lk. 7:18-23 Be familiar with the open and fearless speech of Jesus; lk. 12: 1 – 12 Know that through his parables Jesus invites people to the feast of 	<ul style="list-style-type: none"> Know that God called the old testament prophets and the different ways they responded, (e.g. Daniel) ; Know that the prophets spoke out against injustice (e.g. Naboth's vineyard, Nathan's judgement on David); Know how some prophets were persecuted because they spoke out against injustice (e.g. Elijah); Know that as Christians we are called to speak out against injustice; Know about individuals who have been persecuted for speaking out about injustice; Know that advent is a time of waiting and 	<ul style="list-style-type: none"> Recall that the sacrament of the Eucharist is a celebration of thanksgiving for the life, death and resurrection of Jesus Christ; Understand that in the mass we participate in Jesus' sacrifice to the father; Know what happened at the last supper; Know that the bread and wine are consecrated during mass and become the body and blood of Jesus; Know that when we receive holy communion we truly receive the risen Jesus; Know the different parts of the mass and become familiar with most of the responses; 	<ul style="list-style-type: none"> Recall that the sacrament of the Eucharist is a celebration of thanksgiving for the life, death and resurrection of Jesus Christ; Understand that in the mass we participate in Jesus' sacrifice to the father; Know what happened at the last supper; Know that the bread and wine are consecrated during mass and become the body and blood of Jesus; Know that when we receive holy communion we truly receive the risen Jesus; Know the different parts of the mass and become familiar with most of the responses; 	<ul style="list-style-type: none"> know how the apostles changed when they received the holy spirit; Know about the early Christian community; (acts 3:1-10; 4:32-35) Know about the cure of a lame man; know about the first conversions and peter's address to the people; Know about the persecution of the apostles; know the story of peter in prison and how he escaped; Know about the preaching of Paul. Reflect on what we can learn today from the early Christians; Be aware of the power of the holy spirit working in the apostles and that this 	<ul style="list-style-type: none"> Know Jesus' teaching on an example of service; Recognise that God has given us all gifts and talents to use in the service of him and his people; Know the gifts of the holy spirit and understand that we receive these in a special way in the sacrament of confirmation; Know the different ways we can serve God and others as priests, religious sisters, married and lay people; Know about the sacrament of ordination and the role of the priest within the church; Know that marriage is a sacrament and is a special form of



St Anselm's RE Long term Curriculum Map 22-23



	<p>the kingdom; mt. 22: 1- 14</p> <ul style="list-style-type: none"> • Understand that words are not enough to enter the kingdom, deeds are required; parable of the two sons mt. 14: 28-32 • Understand why Jesus chose to eat with sinners; mk. 2:15-17 • Know that we must make use of our talents to gain the kingdom; mt. 25:14 – 30 • Understand that God has boundless mercy for those who repent. Lk. 15: 4 – 7 • Reflect on our invitation to the kingdom of God; • Be aware that we have to 	<p>hoping for the birth of the messiah at Christmas;</p> <ul style="list-style-type: none"> • Know that the birth of Jesus fulfilled old testament prophecies; • Know that God calls us to speak out against injustice; • Identify times we have witnessed injustice in the past; • Reflect on how we have responded; • Identify ways we can speak out against injustice in our own lives. 	<ul style="list-style-type: none"> • Know that Jesus has chosen to stay with us in a special way in the Blessed Sacrament • Reflect on all God's gifts to us and thank him; • Appreciate the sacrifice Jesus made for us on the cross; • Reflect on sacrifices we can make during lent. 	<ul style="list-style-type: none"> • Know that Jesus has chosen to stay with us in a special way in the Blessed Sacrament. • Reflect on all God's gifts to us and thank him; • Appreciate the sacrifice Jesus made for us on the cross; • Reflect on sacrifices we can make during lent. 	<p>same spirit is given to us;</p> <ul style="list-style-type: none"> • Reflect on response people made to the preaching of the apostles and how important their words are for us today. 	<p>commitment and service.</p> <ul style="list-style-type: none"> • Reflect on the gifts and talents God has given us; • Reflect on the use we make of these gifts; • Reflect on ways we can show love in our own families; • Identify ways we can take part in the life of the church.
--	---	---	---	--	---	---



St Anselm's RE Long term Curriculum Map 22-23



	<p>perform good deeds to enter the kingdom;</p> <ul style="list-style-type: none"> • Deepen our awareness of how we use the talents God has given to us; • Be aware that through the sacrament of reconciliation we can always make a fresh start to follow Jesus. 					
<p>AT1 Skills - Learning about religion (Developing knowledge and understanding)</p>	<p>I can show knowledge and understanding of a range of scripture passages</p> <p>I can make links and connections between beliefs and life.</p> <p>I can make links and connections between beliefs and sources.</p>	<p>I can show knowledge and understanding of: the life and work of key figures in the history of the People of God</p> <p>I can show knowledge and understanding of: those actions of believers because of their belief</p>	<p>I can show knowledge and understanding of a range of scripture passages</p> <p>I can show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.</p> <p>I can make links & Connections between beliefs and Worship</p> <p>I can show knowledge & understanding of a range of Religious Beliefs.</p>	<p>I can show knowledge and understanding of a range of scripture passages</p> <p>I can show knowledge and understanding of what it means to belong to a church community.</p>	<p>I can show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs</p> <p>I can show knowledge and understanding of the life and work of key figures in the history of the People of God.</p> <p>I can show understanding by making links between beliefs and life.</p>	<p>I can show knowledge and understanding of the Sacrament of Confirmation</p> <p>I can show knowledge and understanding of the steps involved in the religious actions of the Sacrament of Marriage.</p> <p>I can show knowledge and understanding of the religious signs & symbols and the steps involved in the religious actions of the Sacrament of Holy Orders.</p>



St Anselm's RE Long term Curriculum Map 22-23



						I can show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.
AT2 Skills - Learning from religion - Engagement and response	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>	<p>I can compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.</p> <p>I can show an understanding of how your own and others decisions are informed by beliefs and moral values.</p>
AT3 Skills – Analysis and Evaluation against the driver words.	<p>I can express a point of view and give reasons for it.</p>	<p>I can recognise difference, comparing and contrasting different points of view</p> <p>I can express a point of view and give reasons for it</p>	<p>I can use sources to support a point of view.</p> <p>I can express a point of view and give reasons for it.</p>	<p>I can use sources to support a point of view.</p> <p>I can express a point of view and give reasons for it.</p> <p>I can recognise difference, comparing and contrasting different points of view.</p>	<p>I can use sources to support a point of view.</p> <p>I can express a point of view and give reasons for it.</p>	<p>I can recognise difference, comparing and contrasting different points of view</p> <p>I can express a point of view and give reasons for it</p>
Ideas for applying the skills and	Recall Repeat, label, recognise, imitate,	Recall	Recall	Recall	Recall	Recall



St Anselm's RE Long term Curriculum Map 22-23



<p>knowledge (Content) Higher Order Questioning</p>	<p>talk about own experience Who was St Thérèse of Lisieux?</p> <p>Know State, name, list, describe, label, recall. What are the values of the Kingdom of God? What do you know about St Thérèse of Lisieux?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example What did St Thérèse believe was her mission in life? How did she fulfil it?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate In what ways can the parables of</p>	<p>Repeat, label, recognise, imitate, talk about own experience Look at the picture on page 34. Who do you see in it? What is happening?</p> <p>Know State, name, list, describe, label, recall. What do you know about Jean Vanier? What do you know about Fr Pedro Opeka? What do you know about Dr Martin Luther King?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Give examples of what Fr Pedro Opeka did for very poor people. Why is it important to help refugees?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate What difference did L'Arche make to the lives of people with disabilities?</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the picture on page 47?</p> <p>Know State, name, list, describe, label, recall. What actually happened at the Last Supper? What is the New Commandment which Jesus has given to us?</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why is it important to nourish our body and soul? What does the New Covenant require of us? Why is the Liturgy of the Word so important?</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate "Jesus is the bread of life." Give examples of: a) some of our spiritual needs, b) ways in which you think Jesus can satisfy them. (PB pp 45-56)</p>	<p>Repeat, label, recognise, imitate, talk about own experience Look at the big picture on p. 73. What is happening?</p> <p>Know State, name, list, describe, label, recall. What happens on Passion (Palm) Sunday? Why do people carry palms? (PB p. 70) What did Jesus ask the disciples to do when he entered Jerusalem? (PB p/ 70)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example How do we know that Jesus is truly God and truly human? (PB p. 65) a) What do you think the religious authorities feared most of all about Jesus? b) Were they right to fear him? Why or why not? (PB p 66)</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate,</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the pictures on page 92? What is happening in the picture on page 94?</p> <p>Know State, name, list, describe, label, recall. What happened when Peter went to see Tabitha? (p 93) What did Peter do for Aeneas, the paralytic? (p 93)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Why was life an exciting adventure for the first disciples? (p 86) Activity PB page 92.</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 3 PB page 88. Activity 2 PB page 91. Activity 1 PB page 93.</p>	<p>Repeat, label, recognise, imitate, talk about own experience What is happening in the photo on page 111? What is happening in the large photo on page 114?</p> <p>Know State, name, list, describe, label, recall. What are the gifts of the Holy Spirit? (p 107) What is the Sacrament of Holy Orders? (p 113)</p> <p>Understanding Summarise, outline, interpret compare, reword, describe, give an example Choose three gifts of the Holy Spirit and explain how they can help us. (pp 107-108) Explain what happens in the Sacrament of Confirmation. (p 106) Activity 1 PB page 115.</p> <p>Apply/Use your knowledge Compare, solve, show, use, illustrate, complete, classify, explain, demonstrate Activity 2 PB page 108.</p>
--	--	--	---	--	---	---



St Anselm's RE Long term Curriculum Map 22-23



<p>Jesus help us in life? Activity 2 TB page 90 Formative Assessment</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt In what ways did St Thérèse struggled to control her temper? What do you think you can learn from her example?</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast 'The Kingdom of God is for all.' Discuss. Activity 1 TB page 90 Formative Assessment</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess,</p>	<p>How did Fr Opeka make known the 'Good News' of the Kingdom of God?</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt In what ways did the Gold Mining Company a) abuse its stewardship? b) misuse its authority?</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast The government wants to restrict the numbers of refugees coming into the country. Identify reasons for and against restricting numbers. Say what you believe should happen and give your reasons.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "Love your enemies. Bless those who curse you.</p>	<p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Where can we get help to live out the New Commandment? Explain in detail. (PB pp 49-57) In what ways can we truly participate in the Mass? (PB pp 49-57)</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast "The Mass is the greatest gift that Jesus could possible give to us." (Think about each part of it).</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation "In the Mass we touch Eternity" Evaluate this statement by Bishop John Brewer. (TB WS p 87) a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree</p>	<p>complete, classify, explain, demonstrate Give three reasons by the scribes, Pharisees and Sadducees did not like Jesus. Provide evidence by quoting from the Gospel.</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Use TB p. 57: Reflect on the reasons for the betrayal and death of Jesus. Think of terrorists' attacks in the world today and answer the questions. Look back at Mary's life. What were the events that she was able to recall to help her to continue to trust and hope in God? See clues on p. 79 PB.</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Read the laws for the trial Matt 26:59-68. Did Jesus have a fair trial? Support your views with evidence from Scripture. (See TB pp 58-59)</p>	<p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Activity 1 PB page 88. Activity 1 PB page 91. Activity 2 PB page 93. Investigate the account of the Apostles' arrest and their miraculous escape. (p 95)</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Activity 2 PB page 95. Research the life of one of the Popes. Give reasons why you think millions of people all over the world find meaning and purpose in his teaching and example.</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation Activity 3 PB page 99. 'Rock star Pope takes the world by storm' Evaluate this headline news about Pope Francis. (pp 102-103) a) Say what</p>	<p>Write a letter to a young person who wants to receive the Sacrament of Confirmation. Include 5 things the person needs to know about it. (p 109)</p> <p>Analyse Analyse, explain, investigate, compare, demonstrate, adapt Activity 2 PB page 112 Activity 3 PB page 112 Activity 5 PB page 115</p> <p>Justify opinions Select, decide, give informed opinions, conclude, debate, discuss, recommend, rate, reason, contrast Activity 1 PB page 117 Mama Maggie was foolish to give up a good post as professor of computer science at Cairo's American University. What do you think? (pp 119-121 & TB p 81)</p> <p>Evaluate Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation</p>
---	--	---	---	---	---



St Anselm's RE Long term Curriculum Map 22-23



	<p>interpret, negotiation</p> <p>The Good Shepherd is the one who lays down his life for his sheep.' Discuss.</p> <p>'The parables have no relevance today.' Discuss. a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>Pray for those who treat you badly.”</p> <p>Evaluate - how far do you think Martin Luther King lived out this teaching of Jesus? Include examples.</p> <p>a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>with it. d) Quote some source of evidence.</p>	<p>Evaluate</p> <p>Judge, construct case for or against, invent, predict, plan, assess, interpret, negotiation</p> <p>What was the point of the Transfiguration?</p> <p>Evaluate its significance for Peter, James, John and us. (PB 67-68) a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p>	<p>‘Marriage takes three’. Discuss with reference to your understanding of the Sacrament of Marriage. (pp 110-112)</p> <p>a) Say what you think and why. b) Give a different point of view and say why some people hold it. c) Say why you disagree with it. d) Quote some source of evidence.</p> <p>Activity 2 PB page 121</p>
--	--	---	---	---	---	--