



St Patrick's - RE Progression of Skills



Level Expected at the end of EYFS

We have selected the Early Learning Goals that link most closely to the RE National Curriculum.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

RE at St Patrick's

At St Patrick's we use the Come and See Religious Education programme in line with the Diocese of Brentwood. Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose – Redemption

'Come and See' is an invitation to exploration and a promise of life for everyone. The invitation is open to all. In response to the question; 'where do you live?' which was asked by the disciples, Jesus invited them to; 'Come and See.' (John 1:39) The disciples went with Jesus 'and spent the rest of that day with him.'

Come and See is developed through three themes based on the key documents of the Second Vatican Council, each theme is gradually explored throughout the programme at greater depths. The three themes are: Church, Sacrament and Christian living. The structure of the programme allows teachers to help children explore the religious aspects of life, dignity and purpose within the Catholic tradition. Children reflect on personal experiences and links are made with Catholic and non-Catholic faith traditions. In each year, two other world faiths are taught: Judaism and Islam. Big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church.

The Come and See programme is separated into three themes in each term:

AUTUMN TERM	SPRING TERM	SUMMER TERM
Our Church - Family Baptism and Confirmation - Belonging Advent and Christmas - Loving	Local Church - Community Eucharist - Relating Lent and Easter - Giving	Pentecost - Serving Reconciliation - Inter-relating Universal Church - World

Each theme is approached through the structure: Explore, Reveal and Respond.

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

REVEAL

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

RESPOND

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration.

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic.

WORLD FAITHS

As part of the 'Come and See' Religious Education programme all children will study for two weeks of the year, Judaism and one other World Religion, our chosen religion is Islam.

'It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However, it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue. Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

(Religious Education Curriculum Directory 2012)

The Three I's for RE:

INTENT

As a Catholic school, St Patrick's aims to create an environment where all children are able to experience and develop the core values of the school; Happiness, Faith, Love, Respect, Compassion and Dedication.

Our intention is:

Through RE lessons, under the direction of the Diocese and the Come and See Programme of study, the intention is that children are able to:

- **talk about their experience and feelings.**
- **say what they wonder about.**
- **will be able to ask and respond to questions about their own and others' experiences related to the topic.**

Come and See states that the Catechism of the Catholic Church addresses the search for meaning in life. God's initiative in Revelation who comes to meet us and our response of faith. (cf. CCC26) This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

IMPLEMENTATION: Through the Come and See Programme of Religious Study

The RE curriculum enables the children to develop core skills (such as reading and writing), share ideas, express their opinions and apply knowledge and skills learned in a wide range of meaningful contexts.

- **Teachers will have good subject knowledge of RE. This will be supported by Inset and training from the Parish Priest and Curriculum lead, alongside courses run by the diocese.**
- **Lessons will provide opportunities for children to show their learning through different cross curricular activities such as written comprehension, letter writing, diaries, retelling key scripture events; analysing and commenting on scripture passages; drama and performance; posters and interpretive art.**

How we monitor and assess RE across the school:

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning is built and developed effectively over time: this can be evidenced through:

- **the graduated retelling of both the Christmas and Easter stories.**
- **Revisiting of the BIG QUESTION**
- **Book/work scrutiny.**
- **Pupil/parent/staff survey.**

IMPACT:

From different starting points, all children will make good progress academically (through cross curricular literacy tasks), emotionally, creatively and socially. Their learning from RE enables children:

- To be better prepared for secondary school life and enhances their ability to become sympathetic and supportive citizens.
- To be kind, respectful and honest, able to demonstrate inclusive attitudes.
- To listen respectfully and with tolerance to the opinions of others.

Progression of Skills for RE

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DOMESTIC CHURCH - FAMILY	Some children will be able to talk about their own feelings, experiences of being known and called by name.	Some children will be able to talk about their experience and feelings about the roles of people within families. Some children will be able to say what they wonder about the care given to people within families. Some children will be able to ask and respond to questions about the difference between families.	Some children will be able to talk about their experience and feelings about new beginnings. Some children will be able to say what they wonder about the excitement and surprise that a new start can bring. Some children will be able to ask and respond to questions about their own and others' experiences about new beginnings. Some children will be able to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.	Some children will be able to ask and respond to questions about their own and others' experiences and feelings about homes. Some children will be able to ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Some children will be able to make links to show how feelings and beliefs affect how they, their behaviour and that of others in relation to the give and take of living in a family. Some children will be able to compare their	Some children will be able to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. Some children will be able to ask questions about what they and others wonder about family trees. Some children will be able to compare their own and others' ideas about the questions that family trees raise and are difficult to answer.	Some children will be able to make links between their beliefs about talents and qualities and how they use them and how it affects others. Some children will be able to compare their own and other people's ideas about questions of talents and qualities. Some children will begin to show understanding of how beliefs and values affect our love and care of each other.	Some children will be able to make links between their beliefs about love, their behaviour and how it affects others. Some children will be able to compare their own and other people's ideas about questions of unconditional love. Some children will be able to show understanding of how beliefs and values affect our love and care of each other.

				own and other people's ideas about the difficult question of what make a house a home.			
BAPTISM & CONFIRMATION - BELONGING	<p>Some children will begin to talk about their own experiences and feelings of being welcomed.</p> <p>Some children will begin to say what they wonder about how they can make others feel welcome.</p>	<p>Some children will be able to talk about their experience and feelings about belonging to different groups.</p> <p>Some children will be able to say what they wonder about belonging and what that means.</p> <p>Some children will be able to ask and respond to questions about their own and others experiences of belonging to different groups.</p>	<p>Some children will be able to talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them.</p> <p>Some children will be able to say what they wonder about the meaning and importance of some symbols in their life.</p> <p>Some children will be able to ask and respond to questions about the reasons for the importance of certain symbols in their life.</p> <p>Some children will be able to ask questions about what they and others wonder about the power of symbols to convey meaning and realise that these questions are difficult to answer.</p>	<p>Some children will be able to ask and respond to questions about promises.</p> <p>Some children will be able to ask questions about what they and others wonder about why people make promises.</p> <p>Some children will be able to make links between their actions and the promises made.</p>	<p>Some children will be able to ask and respond to questions about being chosen.</p> <p>Some children will be able to ask questions about what they and others wonder about the reason for responses to being chosen.</p> <p>Some children will be able to make links to show how feelings and beliefs can affect the responses they might make to being chosen.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour in relationships.</p> <p>Some children will begin to compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer.</p> <p>Some children will begin to engage with and respond to questions of life, particularly in relationships.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect behaviour in relation to commitment.</p> <p>Some children will be able to compare their own and other people's ideas concerning the questions raised about what it means to be committed.</p> <p>Some children will be able to compare their own and other people's ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer.</p> <p>Some children will be able to show how their own and others' commitment to service and care of others are influenced by beliefs and values.</p>
ADVENT & CHRISTMAS - LOVING	<p>Some children will begin to talk about their own feelings as they wait for a birthday.</p> <p>Some children will begin to talk about their own experience of celebrating a birthday.</p> <p>Some children will begin to wonder at the joy of birthdays.</p>	<p>Some children will be able to talk about their experience and feelings about waiting.</p> <p>Some children will be able to say what they wonder about waiting.</p> <p>Some children will begin to ask and respond to questions</p>	<p>Some children will be able to talk about their own experience and feelings of preparing for special occasions.</p> <p>Some children will be able to say what they wonder about the amount of time and care involved in preparing for Christmas.</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about visitors.</p> <p>Some children will be able to ask questions about what they and others wonder about the joys and demands of visitors</p>	<p>Some children will be able to ask and respond to questions about what is important in friendship.</p> <p>Some children will be able to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping.</p> <p>Some children will be able to compare their own and other people's ideas about questions concerning waiting and hoping</p>	<p>Some children will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others.</p> <p>Some children will be able to compare their own and other peoples' ideas about questions about expectation that are</p>

		<p>about their own and others' experiences and feelings of waiting. Some children will begin to ask and respond to questions about what they and others wonder about and realise that some of these questions are difficult to answer.</p>	<p>Some children will be able to ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation. Some children will be able to ask and respond to questions about they and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer.</p>	<p>and why they might feel like that and realise that these questions are difficult to answer.</p> <p>Some children will be able make links to show how feelings and beliefs affect how they prepare for and receive visitors.</p>	<p>questions are difficult to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Some children will begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.</p>	<p>and how these questions are difficult to answer.</p> <p>Some children will begin to show understanding of how their own and others' decisions about how they wait and hope are informed by beliefs and values. Some children will begin to engage with and respond to questions of waiting and hoping in the light of religious teaching.</p>	<p>difficult to answer.</p> <p>Some children will be able to show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values. Some children will be able to engage with and respond to questions about expectation in the light of religious teaching.</p>
<p>LOCAL CHURCH - COMMUNITY</p>	<p>Some children will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to wonder about why people celebrate. Some children will begin to wonder about how they feel when they celebrate.</p>	<p>Some children will be able to talk about their experience and feelings about the special people they know or have heard about. Some children will be able to say what they wonder about the help special people give them.</p> <p>Some children will be able to ask and respond to questions about what makes a person special.</p>	<p>Some children will be able to talk about their experience and feelings about the different books that are used at home and school. Some children will be able to say what they wonder about the importance of books in their lives.</p> <p>Some children will be able to ask and respond to questions about their own and others' experience and feelings of the different books that are used at home and school.</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season. Some children will be able to ask questions about what they and others wonder about how we help one another on the journey through the year.</p> <p>Some children will be able to make links to show how feelings and beliefs affect how they and others</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences of being part of a community. Some children will be able to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs affect</p>	<p>Some children will be able to make links to show how inspirational leaders affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions about what inspires people in their mission and realise that some of these are difficult to answer.</p> <p>Some children will be able to begin to show and understanding of how their own and others' decisions in carrying out their</p>	<p>Some children will be able to compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.</p> <p>Some children will be able to show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read.</p>

				<p>behave in their life journey and what is important to them. Some children will be able to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.</p>	<p>their commitment to community and that of others.</p>	<p>mission in communities are informed by beliefs and values.</p>	
<p>EUCHARIST-RELATING</p>	<p>Some children will begin to talk about the times they have gathered together with others. Some children will begin to talk about how they felt.</p> <p>Some children will begin to say what they wonder about the enjoyment of being together.</p>	<p>Some children will be able to talk about their experience and feelings about meals which are special to them.</p> <p>Some children will be able to say what they wonder about why people share special meals.</p> <p>Some children will be able to ask and respond to questions about meals which are special to them.</p>	<p>Some children will be able to talk about their experience of receiving and giving thanks.</p> <p>Some children will be able to say what they wonder about how others feel when they are thanked.</p> <p>Some children will be able to ask and respond to questions about how they and others feel when receiving and giving thanks.</p> <p>Some children will be able to show how feelings and beliefs affect their behaviour with regard to giving thanks.</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing.</p> <p>Some children will be able to ask questions about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer.</p> <p>Some children will begin to make links to show how feelings and beliefs affect their own and others' desire to listen and to share.</p> <p>Some children will begin to compare their own and others' ideas about the questions of how and why we listen and</p>	<p>Some children will be able to ask and respond to their own and others' experiences and feelings about giving and receiving.</p> <p>Some children will be able to ask questions about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others.</p> <p>Some children will be able to compare their own and other people's ideas about questions of giving and receiving that are difficult to answer.</p>	<p>Some children will be able to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer.</p> <p>Some children will be able to make links to show how feelings and beliefs about memories affect their own behaviour and that of others.</p> <p>Some children will begin to show understanding of how their own and others' decisions about memories are informed by beliefs and values.</p>	<p>Some children will be able to make links between scripture and the Eucharist.</p> <p>Some children will be able to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.</p> <p>Some children will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'.</p> <p>Some children will be able to show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings.</p>

				share and that these questions are difficult to answer.			Some children will be able to use religious terms to show an understanding of different aspects of the Eucharist. Some children will be able to show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.
LENT & EASTER - GIVING	Some children will begin to talk about their own experience of 'growing'. Some children will begin to talk about how they feel about 'growing'. Some children will begin to say what they wonder about growing, themselves and in nature.	Some children will be able to talk about their experience and feelings about changing and acquiring new skills. Some children will be able to say what they wonder about the ways in which change happens. Some children will begin to ask and respond to questions about their own and others' experience and feelings about how we can change.	Some children will be able to talk about their own experience and feelings of using opportunities for good. Some children will be able to say what they wonder about the good things that they see others doing. Some children will be able to ask and respond to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good. Some children will be able to ask questions about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer.	Some children will be able to ask and respond to questions of their own and others' experience and feelings of how people give themselves for others. Some children will be able to ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer. Some children will begin to make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves.	Some children will be able to ask and respond to questions about their own and others' experiences of being self-disciplined. Some children will be able to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer. Some children will be able to make links to show how feeling and beliefs affect their self-discipline and that of others. Some children will be able to compare their own and other people's ideas about questions concerning the need for self-discipline and realise	Some children will be able to make links to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Some children will be able to compare their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer. Some children will begin to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values.	Some children will be able to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions concerning loss and death which are difficult to answer. Some children will be able to show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.

					that some of these questions are difficult to answer.		
PENTECOST - SERVING	<p>Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings.</p>	<p>Some children will be able to talk about their experience and feelings about holidays. Some children will be able to wonder about what makes a holiday a happy time.</p> <p>Some children will be able to ask and respond to questions about the difference between ordinary days and holidays and why we have them.</p>	<p>Some children will be able to talk about their own experience and feelings of both passing and receiving messages. Some children will be able to say what they wonder about the importance and responsibility of passing on messages in daily life.</p> <p>Some children will be able to ask and respond to questions about their joy and others experiences and feelings of both passing and receiving messages. Some children will be able to ask questions about what they and others wonder about the importance and responsibility of passing on messages in daily life.</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Some children will be able to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer.</p> <p>Some children will begin to compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire.</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences of good news bringing life. Some children will be able to ask questions about what they and others wonder about how good news brings life and happiness.</p> <p>Some children will be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. Some children will be able to compare their own and other people's ideas about how good news brings life.</p>	<p>Some children will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others. Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.</p> <p>Some children will begin to show understanding of how their own and others' decisions about the use of transforming energy are informed by belief and values.</p>	<p>Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. Some children will be able to compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness.</p> <p>Some children will be able to show how their own and others' decisions about witnessing are informed by beliefs and values.</p>
RECONCILIATION - INTER-RELATING	<p>Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong.</p>	<p>Some children will be able to talk about their experiences and feelings about making choices. Some children will be able to say what they wonder about concerning making</p>	<p>Some children will be able to talk about their own experience and feelings about rules in their life.</p> <p>Some children will be</p>	<p>Some children will be able to ask and respond to questions about their own and others' experiences of making choices. Some children will be able to ask questions about what they and</p>	<p>Some children will be able to ask and respond to questions about what is important in friendship. Some children will be able to ask questions about what they and</p>	<p>Some children will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others.</p>	<p>Some children will be able to make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others. Some children will be</p>

	Some children will begin to wonder about what makes people friends.	choices. Some children will be able to ask and respond to questions about the consequences that choices have on others and themselves. Some children will be able to ask and respond to questions about being sorry for the wrong choices they have made. Some children will be able to ask questions about how it can sometimes be difficult to forgive others.	able to say what they wonder about the importance of keeping rules for themselves and for others. Some children will be able to ask and respond to questions about their own and others' experiences and feelings of the importance of rules.	others wonder about how choices are made and realise that some of these questions are difficult to answer. Some children will begin to make links to show how feelings and beliefs affect their and others' decisions about choices and their consequences. Some children will begin to compare their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.	others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Some children will be able to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Some children will begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.	Some children will be able to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer. Some children will begin to show how their own and others' decisions about freedom and responsibility are informed by beliefs and values.	able to compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer. Some children will be able to show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values.
UNIVERSAL CHURCH - WORLD	CAFOD TOPIC • Some children will be able to talk about their own experiences of the world and that they love about our world. • Some children will be able to wonder about what makes people friends. • Some children will be able to say what fills them with wonder about the world.	CAFOD TOPIC • Children will be able to talk about their experience and feelings about neighbours. • Children will be able to say what they wonder about neighbours, both locally and globally. • Children will be able to ask and respond to questions about their own and others' experiences and feelings about	CAFOD TOPIC • Children will be able to talk about their own experience and feelings about the treasures they see or have. • Children be able to say what they wonder about the treasures they see or have. • Children will be able to ask and respond to questions about their own and others' experiences of and feelings about what	CAFOD TOPIC • Children will be able to ask and respond to questions about their own and others' experiences of and feelings about special places. • Children will be able to ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. • Children will be able to make	CAFOD TOPIC • Children will be able to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. • Children will be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to	CAFOD TOPIC • Children will be able to make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. • Children will be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. • Children	CAFOD TOPIC • Children will be able to make links to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others. • Children will be able to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness. • Children

		neighbours.	<p>we treasure.</p> <ul style="list-style-type: none"> • Children will be able to ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. • Children will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others. 	<p>links to show how feelings and beliefs affect their behaviour and that of others.</p> <ul style="list-style-type: none"> • Children will be able to compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special. 	<p>answer.</p> <ul style="list-style-type: none"> • Children will be able to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples. • Children will be able to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. • Children will be able to show how their own and others' decisions about actions in life are informed by beliefs and values. 	<p>will be able to show how their own and others' decisions about how they care for the earth are informed by beliefs and values.</p>	<p>will be able to show how their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values.</p> <ul style="list-style-type: none"> • Children will be able to explain what beliefs and values inspire and influence them and others to act justly and fairly.
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