



# RE Curriculum Progression Map

School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

## Year-on-year overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understand</b>						
<p>1. Hear how Scripture shares how people make good friends, cooperate with one another and resolve conflicts peaceably.</p> <p>2. Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate and live.</p> <p>3. Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns and prayers.</p> <p>4. Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.</p> <p>5. Small world activities, puzzles, arts, crafts related to people and stories they have heard.</p> <p>6. Talk with children about the stories found in the Bible and in religious stories. Read simple age-appropriate Scripture and Psalms with children. Enjoy hymns that tell the Scripture stories they have heard.</p> <p>7. Repeat and enjoy phrases from Scripture, including Psalms and hymns.</p> <p>8. Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories.</p> <p>9. Share stories of key figures from the Bible they have read and heard about with peers and their teacher.</p> <p>10. Retell Bible stories using oral storytelling and small world play people.</p> <p>11. Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.</p> <p>12. Recount poems and prayers</p> <p>13. Make visits to their local parish church and their parish priest.</p> <p>14. Invite the parish priest into class and members of the parish community.</p> <p>15. Talk about their roles and how they help the community.</p> <p>16. Talk about what happens when we gather together as a parish for Mass.</p> <p>17. Talk about Baptism. Look at photographs or film clips to retell that when Christians are Baptised, they are welcomed into God's family.</p> <p>18. Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.</p> <p>19. Listen to a variety of stories that help them to understand and show love, peace, kindness, saying sorry just as Jesus told us about.</p>	<p>1. Be introduced to the Creation story in Genesis as a prayerful and poetic reflection on God's world.</p> <p>2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God.</p> <p>3. Know that Pope Francis wrote a letter, <i>Laudato Si'</i>, about the gift of Creation and the importance of caring for the world as it is everyone's home.</p> <p>4. Encounter the story of the life of Jesus in an age-appropriate way and recognise what it reveals about Jesus (e.g., for Christians, the Christmas story reveals God's love by sending Jesus his Son).</p> <p>5. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</p> <p>6. Recall and retell, in any form, some of the scriptural stories and accounts studied.</p> <p>7. Know that Mary is important for Christians because she said 'Yes' to God.</p> <p>8. Recognise that angels bring God's message and are a sign of the presence of God.</p> <p>9. Identify some people who encounter Jesus and recall how they recognise that he is special.</p> <p>10. Recognise simple connections between Jesus' message and how Christians are called to live and tell people about God's love today (e.g., care for Creation and the poor).</p> <p>11. Make simple connections between words in Scripture and prayers Christians say today (e.g., the Hail Mary).</p> <p>12. Make simple connections between the stories in the scriptures and the seasons of the Catholic Church's year (e.g., Jesus' time in the desert and the season of Lent).</p> <p>13. Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God's love and blessings, such as ashes on Ash Wednesday or candles.</p> <p>14. Encounter some of the Church's holy days and know what makes them memorable.</p> <p>15. Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.</p> <p>16. Encounter some facts about the Jewish faith.</p>	<p>1. Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.</p> <p>2. Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.</p> <p>3. Recall the term 'stewardship', describing what it means when caring for God's world.</p> <p>4. Remember religious words and phrases to talk about the Sacrament of Baptism as a sign of Jesus' love for all people and a welcome into the Christian family.</p> <p>5. Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.</p> <p>6. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p> <p>7. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>8. Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent.</p> <p>9. Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people.</p> <p>10. Be introduced to some of the miracles of Jesus' ministry from the Gospel of St Luke and recall why they are signs that he is the Son of God.</p> <p>11. Be introduced to some of the parables of Jesus' ministry from the Gospel of St Luke and recognise that they are a different literary form, recalling how Jesus uses them to teach about God.</p> <p>12. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and others is important, making simple connections with the words and actions of Jesus in the Gospel of St Luke.</p> <p>13. Correctly remember religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</p> <p>14. Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies.</p> <p>15. Be introduced to Christian beliefs about how openness to the Holy Spirit changes peoples' lives. Give examples from Scripture and the lives of saints.</p>	<p>1. Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.</p> <p>2. Recognise some different literary form in Scripture, such as a psalm, letter, or parable.</p> <p>3. Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.</p> <p>4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').</p> <p>5. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass.</p> <p>6. Use religious language to describe the Christian belief in the mystery of God as Trinity, using religious words and describing some symbols of the Holy Trinity.</p> <p>7. Know some of the prayers of the Catholic Church and make simple links with the beliefs they express.</p> <p>8. Show a simple understanding of Jesus' teaching about the kingdom of God. Make simple links with the 'signs of the kingdom' studied in St Matthew's gospel, for example, the visit of the Magi, angelic messengers, or a miracle of Jesus.</p> <p>9. Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.</p> <p>10. Using examples from the scripture texts studied, make links between the Christian beliefs about the work of the Holy Spirit and being called to be a disciple of Jesus.</p> <p>11. Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.</p> <p>12. Know some simple facts about how Jews in Britain celebrate the Passover today.</p> <p>13. Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.</p> <p>14. Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices.</p>	<p>1. Show some understanding of the historical, cultural, and religious context of texts.</p> <p>2. Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths.</p> <p>3. Show some understanding of the theological virtues, reflecting on how these are shown in some of the texts studied and in the work of a Christian person or organisation.</p> <p>4. Make links between prayers that show trust in God and the virtues of faith, hope, and love and connect with the Christian belief in the significance of showing love to others. Make connections between faith and actions.</p> <p>5. Describe what a prophet is with examples from the Old and New Testaments.</p> <p>6. Recognise the significance of John the Baptist, making links with the Old Testament.</p> <p>7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.</p> <p>8. Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied.</p> <p>9. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today. Make links with relevant scripture, such as the parable of the prodigal son.</p> <p>10. Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.</p> <p>11. Know the story of St Peter and St Paul, describing their importance to the early Church, the Church today, and the role of Pope as Peter's successor.</p> <p>12. Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.</p> <p>13. Describe the apostolic structure of the Church and its mission in the world today.</p> <p>14. Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints.</p> <p>15. Recount some facts about a different liturgical tradition within the Catholic Church.</p> <p>16. Make simple links and connections between some Dharmic religious laws,</p>	<p>1. Explain the significance of David and Moses in the Old Testament and for Christians today.</p> <p>Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses.</p> <p>2. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</p> <p>3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching.</p> <p>4. Correctly use developing specialist vocabulary to describe the terms sin and conscience.</p> <p>5. Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life.</p> <p>6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.</p> <p>7. Explain the significance of Ash Wednesday and say why Lent is an important season for Christians.</p> <p>8. Explain the significance of Moses and Elijah at the Transfiguration.</p> <p>9. Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</p> <p>10. Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.</p> <p>11. Explain the term 'discipleship' with reference to a powerful example.</p> <p>12. Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.</p> <p>13. Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer.</p>	<p>1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.</p> <p>2. Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.</p> <p>3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.</p> <p>4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.</p> <p>5. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.</p> <p>6. Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.</p> <p>7. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.</p> <p>8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.</p> <p>9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.</p> <p>10. Show knowledge and understanding of how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples' feet.</p> <p>11. Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.</p> <p>12. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.</p>

<p>20. Listen to a variety of stories about children and families of different faiths and religions.</p> <p>21. Talk about people who live in other countries around the world. Talk about the similarities and differences.</p>				<p>beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism).</p>		<p>13. Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.</p> <p>14. Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity.</p> <p>15. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.</p> <p>16. Explain the term 'worldviews' and its meaning, giving simple examples.</p> <p>17. Make links and connections between the five pillars of Islam and Muslim life in Britain.</p>
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**Discern**

<p>By age 5, pupils will learn how to understand their own feelings and those of others, looking at relationships and seeing Jesus as the perfect role model. They will have conversations and questions with adults and peers about the Catholic faith, other faiths and religions and from the Bible and religious stories they have heard, and use stories they have heard in their play and learning. They will link stories they have heard to the world around them. They will begin to use religious words, songs and hymns. They will know we are all part of God's family and recognise the key people in their parish, such as the parish priest, and wider community, and the roles they play.</p>	<p>By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art and music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering, and imagining. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.</p>	<p>By age 7, pupils will begin to develop critical and creative skills in religious education, by expressing personal views and responses to what they have studied and exploring their ideas and reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will encounter reflective opportunities to experience wonder. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.</p>	<p>By age 8, pupils will begin to develop critical and creative skills in religious education by thinking imaginatively about different possibilities when exploring issues of justice or equality that arise from the religious stories studied. They will express preference when asked to choose between different aspects of study, such as works of art or musical expression. They will ask 'I wonder' questions about religious stories, questions of belief, and religious experiences. Pupils will begin to use picture language to recognise imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will consider their personal experiences drawing on learning about other cultures, communities and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.</p>	<p>By age 9, pupils will begin to expand critical and creative skills in religious education by thinking imaginatively about the implications of faith in Christ and actions. They will express preference supported by reasons when asked to choose between different aspects of study, such as works of art or musical expression and discuss their reasons with others. They will ask and answer questions about belief in Christ and what the Kingdom of God means to them. They will consider their personal experiences drawing on learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.</p>	<p>By age 10, pupils will begin to expand critical and creative skills in religious education by playing with possibilities and asking 'what if' questions about the subjects they have studied. They will express a point of view and discuss their point of view with others. They will have opportunities to form and share opinions about what it means to live a good life, developing an understanding of what this means in a Christian context. Pupils will have opportunities to explore artistic and creative expressions of events from the Bible and representations of beliefs in signs and symbols. Pupils will have opportunities to reflect and use their imaginations in responding to texts.</p>	<p>By the age of 11 pupils will be able to talk and think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers. They will explore how they and others respond to musical or artistic depictions of faith. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews.</p>
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**Respond**

<p>By age 5, pupils will talk about their feelings and emotions in response to how they can live out the Scripture messages and develop a positive and confident sense of self. They will begin to express themselves confidently and respond in a variety of ways, sharing what they have created, seen and talked about with awe and wonder.</p>	<p>By age 6, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas and listening to the views and opinions of others. They will spend reflective time to experience awe and wonder about what they have studied. Pupils will be invited to respond through individual or collective prayer, singing, or music. Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally.</p>	<p>By age 7, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas, listening to the views and opinions of others, and reflecting on what they have heard. They will consider what forgiveness and reconciliation mean in their own lives, the lives of their families and community, and the wider world. Pupils will spend reflective time to experience awe and wonder about what they have studied. Pupils will be invited to respond through individual or collective prayer, singing, or music. Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally.</p>	<p>By age 8, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing, or music, making simple connections with Christian traditions locally and globally.</p>	<p>By age 9, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing or music, making simple connections with Christian traditions locally and globally.</p>	<p>By age 10, pupils will be invited to reflect on their learning, considering what it means to them. They will have opportunities to reflect on what makes them truly happy and why rules can be useful and share their thoughts with others. Pupils will be invited to talk about leadership and service and consider how they could improve the communities to which they belong. They will be invited to reflect on the meaning of conscience and consider what Christian discipleship means today.</p>	<p>By the age of 11 pupils have experienced opportunities to respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women. They will have opportunities to think about the choices they make, what sin means and if they feel called to make changes in their lives, for example, through spending time in prayer. They will be invited to consider how personal change can change a community and consider how engaging in dialogue with people who hold different beliefs could transform their lives and the future of the communities in which they participate.</p>
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EYFS

Knowledge lens content	
Creation & Covenant	<p style="text-align: center;"><b>Hear</b></p> <p>God made our beautiful world and everything in it.            God made me.            The words and actions of the Sign of the Cross:            “In the name of the Father, and of the Son and of the Holy Spirit. Amen”            God created the world and said, “Indeed it is very good” (Genesis 1:31)            LS 84 – the whole of creation shows God love for us.</p>
	<p style="text-align: center;"><b>Believe</b></p> <p>God made me.            God loves me. God loves everyone.            God made the wonderful world.  <u>God is love</u>            God made each one of them.            God loves each one of them as a unique person.            God made a wonderful world and what God creates is good.            God loves us and we are part of a family            CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And, God tells us we must take good care of them. It is an important job! Stewardship</p>
	<p style="text-align: center;"><b>Celebrate</b></p> <p>The words and actions of the Sign of the Cross:            “In the name of the Father, and of the Son and of the Holy Spirit. Amen”            Give thanks for God’s Wonderful World  <u>Celebrate God’s beautiful world</u>            The words and actions of the Sign of the Cross.            ...We enter God’s family the Church through Baptism</p>
	<p style="text-align: center;"><b>Live</b></p> <p>Look after me. Look after God’s world.            Care and love for self, family, others and God’s world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.  <b><i>The Dignity of the Human Person</i></b></p>
	<p style="text-align: center;"><b>Hear</b></p> <p>Mary was going to have a baby. His name will be Jesus. Mary’s Baby is based on Luke 1:26-31,38.            Jesus was born in Bethlehem. Based on Luke 2:4-7            Shepherds hurried to see Mary and Joseph and baby Jesus. Based on Luke 2:8-20            The Annunciation Luke 1:26-31, 38            The Nativity Luke 2: 4-7            The Shepherds visit the manger Luke 2:8-20</p>
Prophecy & Promise	<p style="text-align: center;"><b>Believe</b></p> <p>Mary had a baby called Jesus            Mary was chosen by God to give birth to his son            Jesus was born in a stable and laid in a manger            Shepherds were told by angels to visit him</p>

	<p style="text-align: center;"><b>Celebrate</b></p> <p>Advent Wreath. The tradition of the crib Nativity celebration The tradition of the crib to tell the story of Jesus' birth</p> <p style="text-align: center;"><b>Live</b></p> <p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all</p> <p>Various cultures celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. The Dignity and Rights of Workers</p>
Galilee to Jerusalem	<p style="text-align: center;"><b>Hear</b></p> <p>The Wise Men visit Jesus. Jesus welcomes the little children. Mk 10: v16 Jesus blesses the little children (story retold)</p> <p>The visit of the Magi Matt 2:1-12 Jesus blesses the little children Mk 10:13-16 Feeding of 5000 Jn 6:1-14</p> <p style="text-align: center;"><b>Believe</b></p> <p>Jesus was born for everyone.</p> <p>The Magi visited Jesus with gifts Jesus is God's son and came for everyone Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone Jesus takes care of everyone.</p> <p style="text-align: center;"><b>Celebrate</b></p> <p>The Glory Be is a special prayer. That the Church prays The Glory Be as a response to the coming of Jesus</p> <p style="text-align: center;"><b>Live</b></p> <p>Show love to everyone like Jesus. We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable</p>
Desert to Garden	<p style="text-align: center;"><b>Hear</b></p> <p>Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great commandment) ... A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognize key events) The great commandment Lk10:25-28</p>

	<p style="text-align: center;"><b>Believe</b></p> <p>Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.</p> <p>Listen to and talk about the season of Lent and Easter          Jesus died on Good Friday and rose again on Easter Sunday          Easter is a celebration that Jesus is with us still          Easter celebrates new life          Simple Religious symbols in Lent and Easter</p>
	<p style="text-align: center;"><b>Celebrate</b></p> <p>Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden          The Church uses Purple and Ashes as signs of Lent and being sorry.          Representations of Holy Week and Easter: Palms, The cross          Easter Gardens, and symbols of New life</p>
	<p style="text-align: center;"><b>Live</b></p> <p>Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs,          Various cultures celebrate Lent and Easter in different ways:          For example, Pancakes, Hot Cross Buns, Easter eggs          Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world          CST Every single person on earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities</p>
To the Ends of the Earth	<p style="text-align: center;"><b>Hear</b></p> <p>Jesus went back to his Father.          He sent a special friend, the Holy Spirit, to look after us.          Story of Pentecost (Simple Telling)          The early Christian community (Acts 2:42-47)</p>
	<p style="text-align: center;"><b>Believe</b></p> <p>The Holy Spirit is our friend. The Holy Spirit looks after us.</p> <p>Coming of the Holy Spirit at Pentecost          The Good News of Jesus lived out by the early Christian community</p>
	<p style="text-align: center;"><b>Celebrate</b></p> <p>The parish church is a special place where we meet our friends. We sing and say prayers.          Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate</p>
	<p style="text-align: center;"><b>Live</b></p> <p>The parish church. We gather with friends at church, especially on Sunday.          The parish church and the parish family meet there to celebrate.          CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community          CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God's family. Solidarity</p>

Dialogue and Encounter	<b>Dialogue</b>
	<b>Encounter</b>

Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.

Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).  
 Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.  
 Explore a range of pictures of Jesus from a non-European tradition.

	What will I see and hear to help me understand? 	How will I find out more? 	What can I do now? 
Religious Education within Personal, Social and Emotional Development <i>Religious Education in shaping their social world.</i>	Hear how Scripture shares how people make good friends, cooperate with one another and resolve conflicts peaceably.	Develop strong, warm and supportive relationships with adults in their care as their role models.	Talk about their feelings and emotions in response to how they can live out the Scripture messages.
		Develop an understanding that Jesus is a role model.	Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
		Enable children to learn how to understand their own feelings and those of others.	Know that they are precious in the eyes of God.
		Learn how to be a good friend, cooperate and resolve conflicts peaceably.	Set simple goals that help them to live out Scripture.
		Say sorry Shake hands to share peace with their friends.	Look after themselves and look after others.

<u>Religious Education within Communication and Language</u> <i>Religious Education in a language-rich environment.</i>	Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate and live.	Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions and from the Bible and religious stories they have heard.	Sharing their understanding and what they are wondering about with support.
	Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns and prayers.	Using the Bible and religious stories they have heard in conversation, storytelling and role play.	Confidently speak in a familiar group and talk about their ideas.  Express themselves effectively, showing awareness of listeners' needs.
		Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers and hymns they have heard and used.	Confidently speak in a familiar group and talk about their ideas.
		Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers and hymns they have heard and used.	Express themselves effectively, showing awareness of listeners' needs.

<u>Religious Education within Physical Development</u> <i>Religious Education in the pursuit of happy, healthy and active lives.</i>	Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.	Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor	Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding. Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.
	Small world activities, puzzles, arts, crafts related to people and stories they have heard.		

<u>Religious Education within Literacy</u> <i>Religious Education stories as part of a lifelong love of reading.</i>	Talk with children about the stories found in the Bible and in religious stories.	Explore the stories they have heard and how they can be linked to the world around them.	Confidently speak in a familiar group and talk about their ideas.
	Read simple age-appropriate Scripture and Psalms with children. Enjoy hymns that tell the Scripture stories they have heard.	Read aloud key religious words that will enable children to recognise key religious people and events.	
	Repeat and enjoy phrases from Scripture, including Psalms and hymns.	Recognise and retell Bible and religious stories they have heard with hymns and songs.	Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
		Begin to use key religious words to label, match, sort and use in sentences.	

<u>Religious Education within Expressive Arts and Design</u> <i>Religious Education through self-expression, creativity and cultural awareness</i>	<p>Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories.</p> <p>Share stories of key figures from the Bible they have read and heard about with peers and their teacher.</p>	<p>Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories.</p> <p>Create art, music, dance to express how a Bible story or Psalm makes them feel.</p> <p>Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function that depicts the liturgical season or bible stories they have heard.</p>	<p>Share the beauty of the art, music, dance they have encountered to express a Bible story. Express how they feel because of the artistic representation.</p> <p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Give their attention to what others say and respond appropriately.</p>
	Retell Bible stories using oral storytelling and small world play people.	Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.	
	Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.	Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.	
	Recount poems and prayers		Share their creations and talk about what this represents from their learning.

Religious Education within Understanding the World  
*Religious Education in the people and community around them.*

<p>Make visits to their local parish church and their parish priest.          Invite the parish priest into class and members of the parish community.          Talk about their roles and how they help the community.          Talk about what happens when we gather together as a parish for Mass.</p>	<p>Recognise the key people in their parish, such as the parish priest.          Recognise the roles they play.          Roleplay the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.</p>	<p>Confidently speak in a familiar group and talk about their ideas.          Express themselves effectively, showing awareness of listeners' needs.          Give their attention to what others say and respond appropriately.</p>
<p>Talk about Baptism. Look at photographs or film clips to retell that when Christians are Baptised, they are welcomed into God's family.</p>	<p>Know that we are all in God's family and he made each one of us and love us all. Baptism is one way of welcoming a person to the parish.</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p>
<p>Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.</p>	<p>Recognise that God created the world and the natural world around them.          Recognise that God gave us gifts to build and make. To be a policeman, lollipop person etc.</p>	<p>Describe the beauty, awe and wonder they have seen and talked about.</p>
<p>Listen to a variety of stories that help them to understand and show love, peace, kindness, saying sorry just as Jesus told us about.</p>	<p>Respond to the stories that give them gifts of peace and love etc to use in the world and community around them – role-play, small world, song etc.</p>	<p>Show sensitivity to others' needs and feelings.          Talk about how they and others show feelings.          Talk about their own and others' behaviour and its consequences.</p>
<p>Listen to a variety of stories about children and families of different faiths and religions.</p>	<p>Respond to different faiths and religions by making, creating artefacts, paintings etc to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips etc</p>	
<p>Talk about people who live in other countries around the world. Talk about the similarities and differences.</p>	<p>Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD and Mission Together, Aid for the Church in Need etc.</p>	<p>Celebrate our neighbours that live near to us and far away. How can we all live happily together?</p>

Year 1

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> <li>• The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God’s world.</li> <li>• The opening of the Nicene Creed ‘I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible’.</li> <li>• An introduction to the ideas presented in Laudato Si’ 13.</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U1.1.1. Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God’s world and retell this story in any form.</p> <p>U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.</p> <p>U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.</p> <p>U1.1.4. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</p> <p>U1.1.5. Know that Pope Francis wrote a letter, called Laudato Si’, about the gift of Creation and the importance of taking care of the world as it is everyone’s home.</p> <p>U1.1.6. Recognise that prayer is a way of drawing closer to God.</p>	<p>God</p> <p>Father</p> <p>Creation</p> <p>Pope Francis</p> <p>Laudato Si’</p> <p>Our Father</p> <p>Creed</p>
	<p><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That all that is comes from God.</li> <li>• God is our Father.</li> <li>• God’s love and care for humanity is experienced through the beauty and order of Creation.</li> <li>• Prayer is a way we draw closer to God.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p> <p>D1.1.1. Talking about how God’s gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.</p> <p>D1.1.2. Talking about why caring for God’s world matters for them and their local community.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That praying is a way people draw close to God.</li> <li>• That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him.</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R1.1.1. Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>R1.1.2. Reflecting on different ways to pray.</p> <p>R1.1.3. Listening to stories from different communities and their experiences about how they care for the world.</p> <p>R1.1.4. Talking about how they can care for God’s world.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God wants us to love and care for the world because the world is God’s gift to us.</li> <li>• Caring for the world is one of the ways we love and care for each other.</li> </ul> <p>By the end of this unit of study, pupils will explore:</p> <ul style="list-style-type: none"> <li>• How a community in another part of the world cares for Creation.</li> </ul>		

Prophecy & Promise	<b>Hear</b>	By the end of this unit of study, pupils will have studied the following key texts: <ul style="list-style-type: none"> <li>• The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38)</li> <li>• The Visitation (Lk 1:39-45)</li> <li>• The Birth of Jesus (Lk 2:4-8)</li> <li>• The Visit of the Shepherds (Lk 2:8-20)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <ul style="list-style-type: none"> <li>U1.2.1. Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son.</li> <li>U1.2.2. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</li> <li>U1.2.3. Sequence the accounts from the Annunciation through to the visit of the shepherds.</li> <li>U1.2.4. Know that in the Annunciation God called Mary and she said ‘Yes’ to his call and why this makes Mary important for Christians.</li> <li>U1.2.5. Match the first words of the Hail Mary with the words of the Angel Gabriel.</li> <li>U1.2.6. Recognise that angels bring God’s message and are a sign that Jesus is the Son of God.</li> </ul>	Jesus Bible Annunciation angels Visitation Hail Mary Gloria
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• Because God loves us, he gave us his only Son, Jesus.</li> <li>• God called Mary to be the mother of his Son, Jesus.</li> <li>• Mary said ‘Yes’ to God’s call.</li> <li>• Angels bring God’s message and are a sign that Jesus is the Son of God.</li> <li>• The stories about Jesus are in a special book called the Bible.</li> </ul>	<b>Discern</b>	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through: <ul style="list-style-type: none"> <li>D1.2.1. Talking about why the shepherds saw angels when Jesus was born.</li> <li>D1.2.2. Thinking about why the words of the angels are in the ‘Hail Mary’ and the beginning of the ‘Gloria’.</li> <li>D1.2.3. Exploring artistic representations of the nativity story from around the world.</li> </ul>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary.</li> </ul> By the end of this unit of study pupils will: <ul style="list-style-type: none"> <li>• Hear and begin to join in with the words of the Hail Mary.</li> <li>• Hear or sing the first phrase of the Gloria, recognising it as the angels’ song of praise to God.</li> </ul>	<b>Respond</b>	During this unit of study, pupils will be invited to respond to their learning, for example by: <ul style="list-style-type: none"> <li>R1.2.1. Hearing and beginning to join in with the words of the Hail Mary.</li> <li>R1.2.2. Singing or saying the first words of the Gloria.</li> <li>R1.2.3. Talking about how Christians in their local community celebrate the birth of Jesus.</li> </ul>	
	<b>Live</b>	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music.</li> <li>• How Christians in their local community celebrate the birth of Jesus.</li> </ul>			
Galilee to Jerusalem	<b>Hear</b>	By the end of this unit of study, pupils will have studied the following key texts: <ul style="list-style-type: none"> <li>• The Presentation (Lk 2:22-38)</li> <li>• Finding in the temple and the hidden life (Lk 2:41-52)</li> <li>• Jesus announces his mission (Lk 4:16-22)</li> <li>• The call of the disciples (Lk 5:1-11)</li> <li>• Little children (Lk 18:15-17)</li> <li>• Zacchaeus (Lk 19:1-9)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <ul style="list-style-type: none"> <li>U1.3.1. Identify some of the people that encounter Jesus and recognise that he is special.</li> <li>U1.3.2. Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.</li> <li>U1.3.3. Make simple connections between Jesus’ announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God’s love today.</li> <li>U1.3.4. Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.</li> </ul>	Presentation Temple mission Son of God light Candlemas
	<b>Believe</b>				

	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Jesus grows up and reveals the love of the Father to us.</li> <li>• Some people that encounter Jesus recognise that he is the Son of God who has come to save all.</li> <li>• Jesus is the 'light to all nations'.</li> </ul>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D1.3.1. Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.</p> <p>D1.3.2. Listening to the stories and experiences of how people celebrate Candlemas.</p>	
	<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R1.3.1. Reflecting on what the Good News might mean for them.</p> <p>R1.3.2. Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities.</p> <p>R1.3.3. Reflecting on how Jesus cares for other people and what they can learn from his actions.</p>	
	<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• All Christians are called to follow Jesus and share the Good News with others.</li> <li>• Christians are called to take care of each other, especially those most in need, such as the poor.</li> </ul>		
Desert to Garden	<p style="text-align: center;"><b>Hear</b></p> <p>By the end of this unit of study pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> <li>• Jesus enters Jerusalem (Lk 19:28-38)</li> <li>• Jesus teaches in the temple (Lk 19:47-48)</li> <li>• The widow's mite (Lk 21:1-6)</li> <li>• The last supper (Lk 22:7-23)</li> <li>• The Crucifixion and death of Jesus (Lk 23:33-46)</li> <li>• The angel's message (Lk 24:1-8)</li> </ul> <p>For Lent:</p> <ul style="list-style-type: none"> <li>• Jesus is tempted in the desert for 40 days (Lk 4:1-13)</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U1.4.1. Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent.</p> <p>U1.4.2. Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.</p> <p>U1.4.3. Correctly sequence the events of the last week of Jesus' life.</p> <p>U1.4.4. Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.</p> <p>U1.4.5. Recognise that the Church teaches that Jesus suffered, died, and rose again.</p> <p>U1.4.6. Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.</p>	<p>Temptation</p> <p>Last Supper</p> <p>Crucifixion</p> <p>Resurrection</p> <p>Ash</p> <p>Wednesday</p> <p>Palm Sunday</p> <p>Lent</p> <p>Easter</p> <p>Family Fast Day</p>
	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do.</li> <li>• Jesus died and rose again.</li> </ul>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D1.4.1. Asking 'I wonder' questions about the story of the last week of Jesus' life.</p> <p>D1.4.2. Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.</p>	
	<p style="text-align: center;"><b>Celebrate</b></p>		

	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy.</li> <li>• Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need.</li> <li>• Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R1.4.1. Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.</p> <p>R1.4.2. Considering what they might give up and choose to do to help others.</p> <p>R1.4.3. Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection.</p>	
<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call.</li> <li>• Fasting, praying, and giving to others are ways of following Jesus' example.</li> </ul>			
<p>To the Ends of the Earth</p>	<p style="text-align: center;"><b>Hear</b></p> <p>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The road to Emmaus (Lk 24:13-35)</li> <li>• Promise of the Spirit and the Ascension (Acts 1:1-11)</li> <li>• Pentecost (Acts 2:1-4)</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U1.5.1. Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).</p> <p>U1.5.2. Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</p> <p>U1.5.3. Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</p> <p>U1.5.4. Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.</p>	<p>Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel</p>
	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• When people open their hearts to the Holy Spirit they are changed, as the apostles are changed.</li> <li>• The mission of the Church begins at Pentecost.</li> </ul>		
	<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation).</li> <li>• The words of the 'Glory Be' prayer.</li> <li>• An age-appropriate hymn referencing the Holy Spirit.</li> </ul>		
	<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• How Pentecost is celebrated in another part of the world.</li> <li>• How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity.</li> </ul>		
<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:</p> <p>D1.5.1. Imagining how the apostles felt during the events following the Resurrection.</p> <p>D1.5.2. Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).</p> <p>D1.5.3. Looking at and discussing ways the Holy Spirit is described in art or music.</p> <p>D1.5.4. Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures.</p>			
<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R1.5.1. Thinking about why prayer is an important part of life for many people.</p> <p>R1.5.2. Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.</p> <p>R1.5.3. Considering how Christians announce the Gospel to others through their words and actions.</p>			

Dialogue and Encounter	<b>Dialogue</b>	<b>Understand</b>	Christian Church parish community sign of the cross Jew Jewish/Judaism Torah
	By the end of this unit of study pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• The Church is the community of all those who belong to Christ.</li> <li>• The cross is a symbol of Christianity.</li> <li>• The shortest summary of the Catholic faith is the sign of the cross.</li> </ul> By the end of this unit of study, pupils will know about Christianity locally through: <ul style="list-style-type: none"> <li>• Learning about their local parish community.</li> <li>• Learning about their local parish church.</li> <li>• Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.</li> </ul>	By the end of this unit of study, pupils will be able to: <p>U1.6.1. Know that Christian means follower of Jesus Christ.</p> <p>U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.</p> <p>U1.6.3. Recognise simple connections between Jesus’ life and message and how Christians live today.</p> <p>U1.6.4. Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.</p> <p>U1.6.5. Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).</p>	
	<b>Encounter</b>	<b>Discern</b>	
By the end of this unit of study, pupils will have encountered the following: <ul style="list-style-type: none"> <li>• Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people’s history and is a guide for Jewish life.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <p>D1.6.1 Listening to the stories and experiences of Christians from their local parish and asking them questions.</p> <p>D1.6.2. Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).</p> <p>D1.6.3. Asking questions about the stories and experiences of Jewish people.</p>		
	<b>Respond</b>		
		During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R1.6.1. Considering how Christians in their local parish community could work together to help people.</p>	

Year 2

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The story of Noah, focusing on God’s covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).</li> <li>• LS 71 ‘Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!’</li> <li>• Psalm 139 in praise of God’s Creation of each of us and his love for us.</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U2.1.1. Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God’s promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</p> <p>U2.1.2. Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.</p> <p>U2.1.3. Understand the term ‘stewardship’ and what it means for caring for God’s world.</p> <p>U2.1.4. Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.</p> <p>U2.1.5. Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</p>	<p><b>God</b></p> <p>Noah</p> <p>covenant</p> <p>sin</p> <p>psalm</p> <p>sacraments</p> <p>baptism</p> <p><b>Father</b></p> <p>Bible</p> <p>Old Testament</p> <p>New Testament</p>
	<p><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God makes a covenant (promise) with Noah to save all living things.</li> <li>• That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin.</li> <li>• The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God.</li> <li>• That the Christian Bible is split into two parts, the Old Testament, and the New Testament.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D2.1.1. Responding to the way God’s gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.</p> <p>D2.1.2. Expressing a point of view, with a relevant reason, about why we care for God’s world, making simple connections with God’s promise to all living creatures in the story of Noah.</p> <p>D2.1.3. Exploring the meaning of symbols used in an infant’s baptism in the Catholic Church.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Psalms are prayers to praise God.</li> <li>• Sacraments are living signs of Jesus’ love for all people.</li> <li>• Baptism is the first sacrament which welcomes people into the Christian family.</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R2.1.1. Considering what they could do to care for God’s world in their own lives and in the life of their local community.</p> <p>R2.1.1. Reflecting on the gift of Creation (awe and wonder).</p> <p>R2.1.2. Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Ways in which we can show care for God’s world (stewardship) as part of our care for each other.</li> <li>• How a baby is baptised in the Catholic Church.</li> </ul>		

Prophecy & Promise	<b>Hear</b>	By the end of this unit of study, pupils will have encountered the following key texts: <ul style="list-style-type: none"> <li>• The Annunciation of John the Baptist (Lk 1:5-20)</li> <li>• The Annunciation of Jesus (Lk 1:26-38)</li> <li>• The Visitation (Lk 1:39-50, 53)</li> <li>• The birth of John the Baptist (Lk 1:57-58)</li> <li>• Zechariah’s voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76)</li> <li>• The Birth of Jesus (Lk 2:1-8)</li> </ul> Including, for the season of Advent: <ul style="list-style-type: none"> <li>• Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</p> <p>U2.2.2. Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</p> <p>U2.2.3. Identify Zechariah’s special message about John’s future (Lk 1:76).</p> <p>U2.2.4. Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</p> <p>U2.2.5. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>U2.2.6. Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</p>	Advent Advent wreath <b>Annunciation</b> Isaiah John the Baptist Magnificat prophet Zechariah
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• That prophets and prophetesses communicate God’s message inspired by the Holy Spirit. John the Baptist is born to be a prophet.</li> <li>• Christians believe that the person Isaiah spoke of was Jesus. In Isaiah’s words, Christians recognise Jesus as a light in the darkness and Immanuel, ‘God-with-us’.</li> <li>• Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.</li> <li>• That Mary is the mother of God and our mother who is trusted with all our prayers.</li> </ul>	<b>Discern</b>	By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through: <p>D2.2.1. Talking about Isaiah’s picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</p> <p>D2.2.2. Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</p> <p>D2.2.3. Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</p> <p>D2.2.4. Listening to different traditions and interpretations of the meaning of the Advent wreath.</p>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Some words of Mary’s prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come.</li> <li>• Advent is a time Christian preparation for Jesus’ coming.</li> <li>• That the Advent wreath is a symbol of the coming of the light.</li> <li>• How the Christmas story is celebrated in song: carol services.</li> </ul>	<b>Respond</b>	During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R2.2.1. Talking about Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST).</p> <p>R2.2.2. Using artistic expressions to create a personal response to Isaiah’s picture language about light and darkness (Is 9:1-2).</p>	
	<b>Live</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus’ coming.</li> <li>• Advent preparations in different cultures.</li> <li>• The meaning and interpretations of the candles/wreath in different cultural contexts.</li> <li>• How Catholic Social Teaching (CST) can help to guide Christians to ‘share the light’ with others.</li> </ul>			

Galilee to Jerusalem	<b>Hear</b>	<b>Understand</b>	baptism John the Baptist miracle parable temptation sin sorrow forgiveness reconciliation
	By the end of this unit of study, pupils will have encountered the following key texts: <ul style="list-style-type: none"> <li>• The preaching of John the Baptist (Lk 3:2-6, 10-17)</li> <li>• Jesus is baptised (Lk 3:21-22)</li> <li>• The Temptation in the wilderness &amp; Jesus begins to preach (Lk 4: 1-15)</li> <li>• Cure of a paralytic (Lk 5:17-26)</li> <li>• The choice of the twelve (Lk 6:12-16)</li> <li>• The calming of the storm (Lk 8:22-25)</li> <li>• Parable of the lost sheep (Lk 15:4-7)</li> </ul> For the Feast of the Epiphany <ul style="list-style-type: none"> <li>• Matt 2:1-12: The visit of the Magi</li> </ul>	By the end of this unit of study, pupils will be able to: U.2.3.1. Retell, in any form, the story of John the Baptist and the baptism of Jesus. U.2.3.2. Begin to recognise ‘parables’ as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God. U.2.3.3. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people. U.2.3.4. Begin to recognise that the miracles of Jesus are signs that he is the Son of God. U.2.3.5. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.	
	<b>Believe</b>	<b>Discern</b>	
	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness.</li> <li>• That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.</li> <li>• Jesus’ miracles are signs that show he is the promised one (Messiah).</li> <li>• Jesus’ parables are simple comparisons that invite people to know more about God.</li> <li>• Jesus brings healing in different ways.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through: D2.3.1. Looking at artistic representations of Jesus’ baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected. D2.3.2. Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. D2.3.3. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.	
<b>Celebrate</b>	<b>Respond</b>		
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• How water is used as a symbol of a new start in the Sacrament of Baptism.</li> <li>• How Catholics say sorry to God in prayers:</li> <li>• Act of Sorrow (Contrition)</li> <li>• Asking for forgiveness in the ‘Our Father’</li> </ul>	During this unit of study, pupils will be invited to respond to their learning, for example by: R2.3.1. Reflecting on what it feels like to say sorry and to be forgiven. R2.3.2. Talking about ways they and others show that they are sorry. R2.3.3. Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).		
<b>Live</b>			
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The importance of saying sorry to God and to others.</li> <li>• The importance of showing you are sorry, for example, through practical Acts of Penance</li> </ul>			

Desert to Garden	<b>Hear</b>	By the end of this unit of study, pupils will have revisited and encountered the following key texts: <ul style="list-style-type: none"> <li>• Jesus enters Jerusalem (Lk 19:28-38*)</li> <li>• The last supper (Lk 22:7-23*, 28-34)</li> <li>• The Crucifixion and death of Jesus (Lk 23:33-46*)</li> <li>• The angel's message (Lk 24:1-8*)</li> <li>• Peter at the tomb (Lk 24:9-12)</li> </ul> *Texts studied in Year One	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U2.4.1. Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>U2.4.2. Recognise that Lent is a time for reconciliation and forgiveness.</p> <p>U2.4.3. Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</p> <p>U2.4.4. Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p>	Easter Vigil forgiveness Kyrie Eleison reconciliation sin
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves.</li> <li>• That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness.</li> <li>• The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.</li> </ul>	<b>Discern</b>	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through: <p>D2.4.1. Looking at works of art to recall the story of Holy Week studied in the previous year.</p> <p>D2.4.2. Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.</p> <p>D2.4.3. Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.</p> <p>D2.4.4. Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.</p>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy).</li> <li>• Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water.</li> </ul>	<b>Respond</b>	During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R2.4.1. Thinking about what forgiveness means to them.</p> <p>R2.4.2. Thinking about how making bad choices can harm themselves and others and why saying sorry matters.</p> <p>R2.4.3. Reflecting on how Jesus teaches people to forgive.</p>	
	<b>Live</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The importance of saying sorry to God and to others.</li> <li>• That prayer can help people say sorry for their sins.</li> <li>• That making bad choices damages relationships and damages them.</li> </ul>			
To the Ends of the Earth	<b>Hear</b>	By the end of this unit of study, pupils will have revisited and encountered the following key texts: <ul style="list-style-type: none"> <li>• Jesus appears to the apostles and the Ascension (Lk 24:36-53)</li> <li>• Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)</li> <li>• Conversion of Saul (Acts 9:1-19)</li> <li>• Fruits of the Holy Spirit (Gal 5:22-23)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.</p> <p>U2.5.2. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p> <p>U2.5.3. Retell the story of the Conversion of Saul (Acts 9:1-19).</p>	Holy Spirit Ascension Pentecost Saul prayer Fruits of the Spirit

	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God is love. Love is God’s first gift poured into our hearts by the Holy Spirit.</li> <li>• The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.</li> <li>• The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.</li> </ul>	<p>U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul’s letters (Gal: 5:22).</p> <p>U2.5.5. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.</p> <p>U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.</p>	<p>love joy peace patience kindness generosity faithfulness gentleness self-control</p>
<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• In all prayers, Christians welcome the Holy Spirit and open their hearts to God.</li> <li>• Christians pray to the Holy Spirit for help (‘Come Holy Spirit’).</li> </ul>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p> <p>D2.5.1. Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.</p> <p>D2.5.2. Saying what they wonder about the fruits of the Holy Spirit.</p> <p>D2.5.3. Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz’s ‘Blessed Trinity’).</p> <p>D2.5.4. Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world.</p>		
<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz’s ‘Blessed Trinity’.</li> <li>• The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R2.5.1. Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.</p> <p>R2.5.2. Considering why many people pray and share stories of prayer from different religious communities as appropriate.</p> <p>R2.5.3. Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dialogue and Encounter</p>	<p style="text-align: center;"><b>Dialogue</b></p> <p>By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> <li>• The parable of the Good Samaritan (Lk 10:25-37)</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Christians should collaborate in service of humanity.</li> </ul> <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> <li>• Learning about their local Christian community.</li> <li>• Learning about ways Christians where they live come together to support the local community.</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U2.6.1. Say what the story of the Good Samaritan teaches about how Christians should live.</p> <p>U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others.</p> <p>U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</p> <p>U2.6.4. Talk about respecting the beliefs of people from different communities in their local area.</p>	<p>Samaritan Sabbath Shabbat synagogue neighbour respect</p>
		<p style="text-align: center;"><b>Discern</b></p>	

<p style="text-align: center;"><b>Encounter</b></p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</li> <li>• Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).</li> <li>• Listen to the religious experiences of others from different communities in the class and the local area.</li> </ul>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D2.6.1. Considering an answer, with relevant reasons, to the question ‘Who is my neighbour?’</p> <p>D2.6.2. Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking ‘I wonder’ questions about what they have seen.</p> <p>D2.6.3. Listening to the stories and experiences of others from different communities in the class and the wider community.</p>	
	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R2.6.1. Reflecting on the question ‘Who is my neighbour?’ in their life and wondering about how they can act as a good Samaritan in their local community.</p> <p>R2.6.2. Reflecting on how communities could be transformed if people acted as good neighbours.</p>	

Year 3

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world.</li> <li>• That in the first account of the Creation one day is ‘made holy’ (Gen 2:3).</li> <li>• That the Church teaches that ‘Creation is the common work of the Holy Trinity’.</li> </ul> <p>By the end of this unit of study pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The first account of the Creation, Genesis 1:1-2:4.</li> <li>• Extracts from either Psalm 8 or 19 in praise of Creation.</li> <li>• In an age-appropriate way, LS 66 and 88.</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.</p> <p>U3.1.2. Encounter the belief that human beings are made ‘in the image of God’ (Gen 1:27) and talk about what this might mean.</p> <p>U3.1.3. Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.</p> <p>U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’).</p> <p>U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>U3.1.6. Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66).</p>	Genesis poetry Creator image and likeness dignity equality
	<p><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God is the Creator of the Universe who made everything out of ‘free and unselfish love’ (YC 2).</li> <li>• That all human beings are made in God’s image and all people have dignity and are created equal.</li> <li>• A way in which human beings’ image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God’s love.</li> <li>• The dignity of all human beings is one of the principles of Catholic Social Teaching.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D3.1.1. Imagining how caring for the world could change the world for the better.</p> <p>D3.1.2. Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31).</p> <p>D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker’s intention (e.g., St Francis of Assisi’s Canticle of Creation).</p> <p>D3.1.4. Wondering why the author of the first story of Creation suggests a holy day.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Extracts from a psalm of Creation.</li> <li>• How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis’s Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si’).</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R3.1.1. Making connections between experiences where people have not been treated equally and how this felt.</p> <p>R3.1.2. Spending time wondering about the blessings of Creation in their own lives.</p> <p>R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Ways in which we can show care for God’s world (stewardship) as part of our care for each other.</li> <li>• Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.</li> </ul>		

Prophecy & Promise	<b>Hear</b>	<b>Understand</b>	Mass Sunday <b>Advent</b> Joseph angel Liturgy of the Word
	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Why Christians go to Mass on Sunday.</li> <li>• How Catholics celebrate Mass.</li> </ul> For Advent: <ul style="list-style-type: none"> <li>• Messiah would be born of a virgin and would be called Immanuel (Is 7:14).</li> <li>• The Annunciation to Joseph (Matt 1:18-25).</li> <li>• Revisit Lk 1:26-38.</li> </ul>	By the end of this unit of study, pupils will be able to: <ul style="list-style-type: none"> <li>U3.2.1. Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.</li> <li>U3.2.2. Give a simple description of how Catholics celebrate the Mass.</li> <li>U3.2.3. Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.</li> <li>U3.2.4. Recognise how Joseph puts his trust in God when the angel appears.</li> <li>U3.2.5. Make links between the angel's message about Jesus and the words of the prophet Isaiah.</li> <li>U3.2.6. Recall that angels bring God's message in the gospels of St Matthew and St Luke.</li> </ul>	
	<b>Believe</b>	<b>Discern</b>	
	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday.</li> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).</li> <li>• The Liturgy of the Word includes readings from the Old Testament and the New Testament.</li> <li>• That Jesus birth was foretold by the prophets.</li> <li>• That Joseph listened to the angel and opened his heart to the Holy Spirit.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <ul style="list-style-type: none"> <li>D3.2.1. Talking, asking, and answering questions about their experiences of liturgies and the Mass.</li> <li>D3.2.2. Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.</li> <li>D3.2.3. Talking, asking, and answering questions about Joseph and Mary trusting in God.</li> <li>D3.2.4. Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.</li> </ul>	
<b>Celebrate</b>	<b>Respond</b>		
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.</li> <li>• Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.</li> <li>• How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).</li> </ul>	During this unit of study, pupils will be invited to respond to their learning, for example by: <ul style="list-style-type: none"> <li>R3.2.1. Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.</li> <li>R3.2.2. Reflecting on what Sunday Mass means for Christians.</li> </ul>		
<b>Live</b>			
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Some ways that Christians prepare for the coming of Christ during Advent.</li> <li>• Representations in art around the world, connecting to the prophecies of Christ's coming.</li> </ul>			

Galilee to Jerusalem	<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts: Miracles, either: <ul style="list-style-type: none"> <li>• Cure of the centurion’s servant (Matt 8:5-13) or</li> <li>• Cure of a paralytic (Matt 9:1-8)</li> </ul> Parables, either: <ul style="list-style-type: none"> <li>• Parable of the Sower (Matt 13:4-9)</li> <li>• Parable of the Sower explained (Matt 13:10-17) or</li> <li>• Parable of the yeast (Matt 13:33) or</li> <li>• Parable of the treasure and of the pearl (Matt 13:44-46)</li> </ul> For Epiphany: <ul style="list-style-type: none"> <li>• The visit of the Magi (Matt 2:1-12)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U3.3.1. Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.</p> <p>U3.3.2. Show a simple understanding of what the kingdom of God is and is not.</p> <p>U3.3.3. Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.</p> <p>U3.3.4. Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.</p> <p>U3.3.5. Retell one of Jesus’ parables, making simple links between the chosen parable and Jesus’ message about the kingdom of God.</p> <p>U3.3.6. Recall the ‘Our Father’ prayer and make simple links between the prayer and building the kingdom.</p>	Kingdom of God miracle parable Magi Adoration Epiphany
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none"> <li>• The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.</li> <li>• The kingdom of God begins in all those who open their hearts to God’s love.</li> <li>• The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning.</li> <li>• Jesus’ parables to show the choices people must make to accept his invitation to the kingdom.</li> </ul>	<b>Discern</b>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <p>D3.3.1. Asking and answering questions about the feelings of the characters in one of the stories studied.</p> <p>D3.3.2. Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the ‘Our Father’ prayer.</p> <p>D3.3.3. Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people’s responses.</p>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Praying the ‘Our Father’ helps Christians to continue to build the kingdom begun with Jesus.</li> </ul>	<b>Respond</b>	During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R3.3.1. Considering how people could build the kingdom with reference to the life of a saint.</p> <p>R3.3.2. Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.</p>	
	<b>Live</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• About the life of a saint who worked to build the kingdom of God.</li> </ul>			
Desert to	<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The miracle of the loaves (Matt 14: 13-21).</li> <li>• The last supper (The institution of the Eucharist) (Matt 26: 26-29).</li> <li>• Extracts from a Eucharistic Prayer.</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U3.4.1. Retell in any form the story of the feeding of the five thousand.</p> <p>U3.4.2. Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.</p>	Mass sacrament Eucharist Last Supper communion

	<p align="center"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to ‘Do this in remembrance of me’ (1 Cor 11:23-25, Eucharistic prayer).</li> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church.</li> <li>• The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe.</li> <li>• That at the Last Supper Jesus instituted the Eucharist.</li> <li>• People give themselves to Jesus when they receive the Eucharist (Holy Communion).</li> </ul>	<p>U3.4.3. Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.</p> <p>U3.4.4. Make links between the story of the Last Supper and the Mass, giving reasons for these links.</p> <p>U3.4.5. Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74).</p> <p>U3.4.6. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</p> <p>U3.4.7. Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.</p>	
		<p align="center"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D3.4.1. Wondering about the words of the offertory prayer and the story of Creation.</p> <p>D3.4.2. Exploring some different cultural practices associated with Holy Week.</p>	
	<p align="center"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some prayers and responses Catholics say during Mass.</li> <li>• Some prayers and responses Catholics sing during the Eucharistic Prayer.</li> <li>• Some ways people celebrate their first Eucharist (First Holy Communion).</li> </ul>	<p align="center"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R3.4.1. Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.</p> <p>R3.4.2. Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings.</p> <p>R3.4.3. Reflecting on what their learning means for their life.</p>	
	<p align="center"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The ways in which Catholics are called to live Eucharist by following the example of Jesus.</li> <li>• Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).</li> </ul>		
<p>To the Ends of the</p>	<p align="center"><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Road to Emmaus (Lk 24:13-35)</li> <li>• The mission to the world (Matt 28:16-20)</li> <li>• The group of apostles (Mary) (Acts 1:12-14)</li> <li>• Early Church (Acts 2:42-47)</li> <li>• Paul’s Letter to the Corinthians (1 Cor 11:23-27)</li> </ul>	<p align="center"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U3.5.1. Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.</p> <p>U3.5.2. Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to ‘make disciples of all nations’ in the name of the Father and of the Son and of the Holy Spirit. Christians</p>	<p>Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship</p>

	<p align="center"><b>Believe</b></p> <p>By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ.</li> <li>• There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity.</li> <li>• Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers.</li> <li>• Mass was celebrated in the early Church.</li> </ul>	<p>make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).</p> <p>U3.5.3. Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.</p> <p>U3.5.4. Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.</p> <p>U3.5.5. Make connections with the life of the early Church and Catholics gathering for Mass today.</p> <p>U3.5.6. Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).</p>	
	<p align="center"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the sign of the cross is the shortest summary of the Christian faith.</li> <li>• That some prayers that reference the Trinity and the work of the Holy Spirit.</li> <li>• That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations.</li> </ul>	<p align="center"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D3.5.1. Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus.</p> <p>D3.5.2. Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.</p> <p>D3.5.3. Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church.</p>	
	<p align="center"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That being a Christian means to share the gospel.</li> <li>• That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass.</li> <li>• How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus).</li> <li>• That the mystery of the Trinity is represented symbolically, e.g., Trinity knot.</li> </ul>	<p align="center"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R3.5.1. Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.</p> <p>R3.5.2. Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.</p>	
<p align="center"><b>Dialogue</b></p> <p>By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> <li>• Exodus 12:1-8,15-20, 13:3</li> <li>• Lk 22:14-23</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• For Christians, the Eucharist is linked with the Jewish celebration of Passover.</li> </ul>	<p align="center"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).</p> <p>U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal.</p> <p>U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.).</p>	<p align="center"><b>Discern</b></p>	<p>Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan</p>

<p style="text-align: center;"><b>Encounter</b></p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.</li> </ul> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).</li> <li>• Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.</li> </ul>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D3.6.1. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.</p> <p>D3.6.2. Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen.</p> <p>D3.6.3. Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life.</p>	
	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R3.6.1. Reflecting on the meaning of what they have learned for their own lives.</p> <p>R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live.</p>	

Year 4

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The story of Abraham, focusing on the following key texts:</li> <li>• The call of Abram (Gen 12:1-5)</li> <li>• The Abrahamic covenant (Gen 15:1-6)</li> <li>• Abraham and Sarah (Gen 18:1-15)</li> <li>• Abraham and Isaac (Gen 22:1-18)</li> <li>• (Optional) The story of Joseph, focusing on the following key texts:153</li> <li>• Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</li> </ul> <p>By the end of this unit of study, pupils will know some facts about:</p> <ul style="list-style-type: none"> <li>• The historical, cultural, and religious context out of which Abraham was called.</li> <li>• The importance of understanding historical context to appreciate the literal sense of biblical stories.</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U4.1.1. Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.</p> <p>U4.1.2. Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’.</p> <p>U4.1.3. Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.</p> <p>U4.1.4. Recognise that God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</p> <p>U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</p> <p>U4.1.6. Make links between prayers that show trust in God and the virtues of faith, hope, and love.</p>	<p><b>covenant</b></p> <p>Abraham</p> <p>Sarah</p> <p>Isaac</p> <p><b>Joseph</b></p> <p><b>forgiveness</b></p> <p>virtue</p> <p>faith</p> <p>hope</p> <p><b>love</b></p>
	<p><b>Believe</b></p> <p>By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity</li> <li>• Faith is believing in God, trusting what God reveals, and following God’s loving purpose to live a good life.</li> <li>• Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity.</li> <li>• Abraham is a model of how to pray.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D4.1.1. Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker’s strike in 1889).</p> <p>D4.1.2. Explaining why they think Abraham is seen as a model of prayer.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, ‘May today there be peace within’, St John Henry Newman’s ‘Mission of my Life’, Bl Charles de Foucauld’s ‘Prayer of Abandonment’.)</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love.</p> <p>R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour.</p> <p>R4.1.3. Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The virtues of faith, hope, and love.</li> <li>• The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker’s strike.</li> </ul>		

Prophecy & Promise	<b>Hear</b>	<b>Understand</b>	Advent prophet Elijah John the Baptist Jesse tree Christ the King
	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The miracle of the flour and the oil (1 Kings 17:7-14)</li> <li>• Elijah’s encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15</li> <li>• The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8)</li> <li>• Isaiah 40:3 (contained within the gospel accounts)</li> <li>• The ancestry of Jesus (Matt 1:1-17)</li> </ul> By the end of this unit of study, pupils will know some facts about: <ul style="list-style-type: none"> <li>• The importance of understanding historical context to appreciate the literal sense of biblical stories.</li> <li>• What is meant by ‘prophecy’.</li> </ul>	By the end of this unit of study, pupils will be able to: <ul style="list-style-type: none"> <li>U4.2.1. Describe what a prophet is drawing on Elijah and John the Baptist as examples.</li> <li>U4.2.2. Show some understanding of the cultural and religious context of Elijah’s time and why people needed to be reminded of God’s covenant.</li> <li>U4.2.3. Compare the description of John the Baptist in Mark and Matthew’s accounts and describe the beliefs about John the Baptist the gospel writers show.</li> <li>U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.</li> <li>U4.2.5. Know that the feast of Christ the King marks the end of the Church’s year and describe what is celebrated.</li> <li>U4.2.6. Makes links with the ancestry of Jesus and the Jesse tree.</li> </ul>	
	<b>Believe</b>	<b>Discern</b>	
	By the end of this unit of study, pupils will know that the Church teaches that: <ul style="list-style-type: none"> <li>• For Christians, the prophets awaken an expectation of the coming of the Messiah in people’s hearts.</li> <li>• John the Baptist is sent to prepare the way for Jesus.</li> <li>• In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas.</li> <li>• Advent is a time of preparation for Jesus’ incarnation at Christmas and for the second coming as King of the Universe.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <ul style="list-style-type: none"> <li>D4.2.1. Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist’s choices and give reasons for their personal preference.</li> <li>D4.2.2. Talking about the type of king they think Jesus would be and give reasons for their answers.</li> <li>D4.2.3. Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist’s choices, give reasons for their personal preference and compare their ideas with others.</li> </ul>	
	<b>Celebrate</b>	<b>Respond</b>	
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The Feast of Christ the King.</li> <li>• The Jesse tree.</li> <li>• ‘He will come again in glory’ from the Nicene Creed.</li> </ul>	During this unit of study, pupils will be invited to respond to their learning, for example by: <ul style="list-style-type: none"> <li>R4.2.1. Reflecting on how Elijah and John the Baptist’s words speak to people today.</li> <li>R4.2.2. Reflecting on what it means to be a good leader and talk to others about their ideas.</li> </ul>		
<b>Live</b>			
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• How Christians prepare for the coming of Christ during Advent.</li> <li>• How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God’s plan for salvation.</li> <li>• How some artists have depicted Jesus Christ as King.</li> </ul>			

Galilee to Jerusalem	<b>Hear</b>	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Peter’s mother-in-law and casting out devils (Matt 8:14-17)</li> <li>• Cure of the woman with a haemorrhage. The official’s daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34)</li> <li>• The Baptist’s question (Matt 11:1-15)</li> <li>• Jesus walks on the water and, with him, Peter (Matt 14:22-33)</li> <li>• Peter’s profession of faith (Matt 16:13-26)</li> </ul> <p>By the end of this unit of study, pupils will know some facts about:</p> <ul style="list-style-type: none"> <li>• The importance of understanding historical context and cultural values at the time of the gospels.</li> </ul>	<b>Understand</b>	<p>By the end of this unit of study, pupils will be able to:</p> <p>U4.3.1. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.</p> <p>U4.3.2. Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.</p> <p>U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.</p> <p>U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.</p> <p>U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.</p> <p>U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.</p>	Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised
	<b>Believe</b>	<p>By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king.</li> <li>• Jesus is fully God and fully human. We call this belief the incarnation.</li> <li>• Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society.</li> <li>• Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.</li> </ul>	<b>Discern</b>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D4.3.1. Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today.</p> <p>D4.3.2. Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.</p>	
	<b>Celebrate</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Why Catholics pray the Creed at Mass.</li> <li>• How Catholics experience God’s forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God’s strength to help those who are sick.</li> </ul>	<b>Respond</b>	<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did.</p> <p>R4.3.2. Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?</p>	
	<b>Live</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth).</li> </ul>			

Desert to Garden	<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The lost son (the prodigal) and the dutiful son (Lk 15:11-32)</li> <li>• The Judgement of the Nations (sheep and goats) (Matt 25:31-46)</li> <li>• The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)*</li> </ul>	<b>Understand</b>	Lent Holy Week parable sin forgiveness mercy
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches that: <ul style="list-style-type: none"> <li>• God loves everyone. He can and wants to forgive people's sins.</li> <li>• When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love.</li> <li>• Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works.</li> </ul>	<b>Discern</b>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The works of mercy show Christians how to treat other people.</li> <li>• That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need).</li> <li>• Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection.</li> </ul>	<b>Respond</b>	
	<b>Live</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The corporal and spiritual acts of mercy.</li> <li>• How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).</li> </ul>	By the end of this unit of study, pupils will be able to: <p>U4.4.1. Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</p> <p>U4.4.2. Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</p> <p>U4.4.3. Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.</p> <p>U4.4.4. Retell the story of St Peter during Holy Week.</p> <p>U4.4.5. Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</p> <p>U4.4.6. Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).</p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D4.4.1. Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.</p> <p>D4.4.2. Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.</p> <p>D4.4.3. Making connections between being a Christian and choosing to live out the 'Works of Mercy'.</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R4.4.1. Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.</p> <p>R4.4.2. Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.</p> <p>R4.4.3. Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness.</p>	
To the Ends of	<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The empty tomb (Jn 20:1-10)</li> <li>• The appearance on the shore of Tiberius (Jn 21:1-19)</li> <li>• The Apostles' Creed</li> </ul>	<b>Understand</b>	Church Pope apostles apostolic Creed people of God
			By the end of this unit of study, pupils will be able to: <p>U4.5.1. Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).</p> <p>U4.5.2. Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor.</p>	

	<p align="center"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The Pope is the successor to Peter.</li> <li>• The Church is the People of God.</li> <li>• The Church is apostolic.</li> <li>• The work of the Church is to continue the ministry of Jesus and build the Kingdom of God.</li> <li>• Mary is the Mother of the Church and Queen of Heaven.</li> </ul>	<p>U4.5.3. Explain the term ‘apostle’ and explain why the Church is ‘apostolic’.</p> <p>U4.5.4. Encounter the words of the Apostles’ Creed and know that it summarises the central beliefs of Christians.</p> <p>U4.5.5. Explain how the one, holy, Catholic, and apostolic Church is structured.</p> <p>U4.5.6. Describe some ways in which the Church today (locally or globally) continues the work of Jesus.</p> <p>U4.5.7. Describe what is meant by the ‘communion of saints’ and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.</p>	<p>communion of saints</p> <p>Mary, Mother of the Church and Queen of Heaven</p>
	<p align="center"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the Apostles’ Creed summarises Christian beliefs.</li> <li>• That May is the special month of Mary.</li> <li>• Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria.</li> </ul>	<p align="center"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D4.5.1. Saying what they wonder about Peter’s feelings when he entered the tomb and when he saw Jesus by the lake.</p> <p>D4.5.2. Talking about why the Pope is described as ‘the servant of the servants of God’, making links with the ministry of Jesus.</p> <p>D4.5.3. Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others.</p>	
	<p align="center"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places.</li> <li>• Some ways in which the Church today (locally or globally) continues the work of Jesus.</li> </ul>	<p align="center"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R4.5.1. Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today.</p> <p>R4.5.2. Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus.</p> <p>R4.5.3. Reflecting on how Christian communities continue the work of Jesus in the community where they live.</p>	
<p align="center"><b>Dialogue</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The road to Damascus (Acts 9:3-9, 17-19)</li> <li>• The first letter to the Corinthians (1 Cor 13:1-7,13)</li> </ul> <p>Teachers should choose additional texts about the mission of St Paul, for example,:</p> <ul style="list-style-type: none"> <li>• Paul’s speech before the Council of the Areopagus (Acts 17:22-26, 28-29)</li> <li>• Galatians 1:11-24</li> <li>• 2 Cor 11:22-23</li> <li>• Galatians 3:27-28</li> </ul>	<p align="center"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for Christians.</p> <p>U4.6.2. Make links between Cor 13:1-7, 13 and the theological virtues.</p> <p>U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church.</p> <p>U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world.</p> <p>U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).</p> <p>U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.</p>	<p>Damascus</p> <p>Liturgy</p> <p>rite</p> <p><b>Christian</b></p> <p><b>Islam</b></p> <p>Five Pillars of Islam</p> <p>Shahada, Salah, Sawm, Zakat, and Hajj</p> <p>Common good</p>	
Dialogue and Encounter			

<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• There are different traditions in the Liturgy of the Church*</li> <li>• Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible.</li> </ul> <p>By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.</p>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D4.6.1. Looking at how a range of artists show St Paul’s encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.</p> <p>D4.6.2. Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed.</p> <p>D4.6.3. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life.</p>	
<p style="text-align: center;"><b>Encounter</b></p> <ul style="list-style-type: none"> <li>• Know some facts about the five pillars of Islam.</li> <li>• Understand some ways Muslims in Britain today live out their beliefs.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R4.6.1. Discussing the meaning of what they have learned for their own lives.</p> <p>R4.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities.</p> <p>R4.6.3. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions.</p>	

Year 5

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts: The Moses story, focusing on the two key events of the call and the covenant:</p> <ul style="list-style-type: none"> <li>• The Burning Bush (Ex 3:1-15)</li> <li>• The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)</li> <li>• Jesus’ summary of the law (Matt 22:36-40)</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).</p> <p>U5.1.2. Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel (22:36-40).</p> <p>U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</p>	<p>covenant</p> <p>Moses</p> <p>Exodus</p> <p>Sinai</p> <p>Commandments</p> <p>virtues</p> <p>grace</p>
	<p><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• A covenant is a binding agreement between God and human beings, which makes them his people.</li> <li>• God made several covenants throughout history – with Noah, Abraham, Moses, and David.</li> <li>• God gives the Ten Commandments to help human beings live good and happy lives.</li> <li>• That Jesus teaches that the most important commandments are to love God and to love other people.</li> <li>• Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: ‘We profoundly belong together and are fundamentally dependent on one another’. (YC 321)</li> </ul>	<p>U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</p> <p>U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</p> <p>U5.1.6. Know that a virtue is a positive habit that helps people live a good life.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That sin is the deliberate spoiling of our friendship with God and each other.</li> <li>• We can develop habits that will help us accomplish what is good. These habits are called virtues.</li> <li>• Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God’s grace we can enjoy the theological virtues of faith, hope, and love.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does ‘you shall not steal’ mean? Or what if there were eleven Commandments?</p> <p>D5.1.2. Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.</p> <p>D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love).</li> <li>• What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)).</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.1.1. Reflecting on the words and images used to describe Moses’ encounter with God.</p> <p>R5.1.2. Reflecting on what makes them truly happy.</p> <p>R5.1.3. Discussing and dialoguing with others about how rules can help people be happy (YCFK 110).</p> <p>R5.1.4. Reflecting on their habits and where they could ‘grow in virtue’ to be better neighbours.</p>	

Prophecy & Promise	<b>Hear</b>	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Scripture passages that speak of David’s life and importance:</li> <li>• 1 Samuel 16:1-13: anointing of David (a great king)</li> <li>• 1 Samuel 17:1-11, 32-54: David and Goliath</li> <li>• 2 Samuel 5:1-5: David becomes king</li> <li>• 2 Samuel 7: 8-15 God’s covenant with David</li> <li>• 1 Kings 2:1-4, 10-12: David’s death</li> <li>• Psalm 21:1-7, Psalm 23</li> </ul> <p>Scripture passages that speak of Jesus’ as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).</p>	<b>Understand</b>	<p>By the end of this unit of study, pupils will be able to:</p> <p>U5.2.1. Show an understanding of scripture passages that speak of David’s life, recognising the intended audience and the historical context.</p> <p>U5.2.2. Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.</p> <p>Recognise links with God’s covenant with Abraham.</p> <p>U5.2.3. Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7.</p> <p>U5.2.4. Recognise that David is a model of prayer, referencing one of the psalms.</p> <p>U5.2.5. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</p>	Samuel David anointing antiphon psalm Advent
	<b>Believe</b>	<p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• There were great kings anointed and chosen in the Old Testament.</li> <li>• God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king.</li> <li>• David became a great king and united his people who loved him (see Psalm 21:1-7).</li> <li>• For Christians, Jesus fulfils the promises made to David.</li> <li>• Psalms are part of the Church’s treasury of prayers. In praying psalms David is a model of prayer.</li> </ul>	<b>Discern</b>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.2.1. Playing with possibilities, asking ‘what if?’ questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God’s in choosing a king? What is the possibility of those values being overlooked in today’s communities?</p> <p>D5.2.2. Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.</p> <p>D5.2.3. Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</p>	
	<b>Celebrate</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some words of Psalm 23 to speak or sing.</li> <li>• The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December.</li> <li>• The verses of the hymn ‘O Come, O Come Emmanuel’ as expressions of beliefs about who Jesus is.</li> <li>• The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple.</li> </ul>	<b>Respond</b>	<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.2.1. Reflecting on your understanding of David and the idea of a leader as a shepherd.</p> <p>R5.2.2. Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.</p> <p>R5.2.3. Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.</p>	
	<b>Live</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Psalms are an ancient way of prayer that are still prayed every day.</li> <li>• How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons).</li> <li>• How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.).</li> </ul>			

Galilee to Jerusalem	<p style="text-align: center;"><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The Beatitudes from the Sermon on the Mount (Matt 5:1-12)</li> <li>• Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27)</li> <li>• A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37))</li> <li>• The Transfiguration (Matt 17:1-13)</li> <li>• Our Father prayer (Matt 6:7-13)</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.</p> <p>U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.</p> <p>U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.</p> <p>U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</p> <p>U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p> <p>U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.</p>	<p>Beatitude sermon petition Transfiguration Our Father virtue</p>	
	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The Beatitudes show the loving face of Christ.</li> <li>• The Beatitudes describe how faithful Christians should aim to live their lives.</li> <li>• Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ.</li> <li>• The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions.</li> <li>• At the Transfiguration Jesus revealed his divine glory.</li> </ul>			<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.3.1. Expressing a point of view about Jesus' great commandment as a rule for life.</p> <p>D5.3.2. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.</p> <p>D5.3.3. Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</p>
	<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• A petition is a form of prayer.</li> <li>• The Our Father is the perfect prayer given to us by Jesus.</li> <li>• The theological virtues help Christians follow Jesus' great commandment.</li> </ul>			<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.3.1. Reflecting on the mystery of the Transfiguration.</p> <p>R5.3.2. Reflecting on why Jesus invites us to call God 'Father'.</p> <p>R5.3.3. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.</p> <p>R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.</p>
	<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the virtues of faith, hope and love help Christians to live out the Beatitudes.</li> <li>• Examples of some artists who have imagined the Transfiguration.</li> </ul>			
Desert to Garden	<p style="text-align: center;"><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18</li> <li>• Temptation in the Wilderness (Matt 4:1-11)</li> <li>• The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57)</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</p> <p>U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.</p>	<p>Ash Wednesday Lent sin deadly sin fasting prayer conscience death</p>	

	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted.</li> <li>• A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.</li> <li>• Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God.</li> <li>• Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience.</li> <li>• The Last Things are death, judgement, heaven, purgatory, and hell.</li> <li>• Prayer is turning the heart towards God.</li> </ul>	<p>U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.</p> <p>U5.4.4. Use specialist vocabulary to describe the term 'conscience'.</p> <p>U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</p> <p>U5.4.6. Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.</p> <p>U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</p>	<p>judgement heaven hell</p>
	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.4.1. Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?</p> <p>D5.4.2. Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.</p>		
<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• What the ashes on Ash Wednesday symbolise.</li> <li>• A simple examen and/or act of contrition.</li> <li>• The Sorrowful Mysteries of the Rosary.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.4.1. Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change.</p> <p>R5.4.3. Reflecting on the meaning of what they have learned for their own lives.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To the Ends of the Earth</p>	<p style="text-align: center;"><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17)</li> <li>• Pentecost (Acts 2:1-8, 14-18)</li> <li>• The gifts of the Spirit Paul (1 Cor 12:4-11)</li> <li>• Baptism in the Spirit (Acts 8:14-16)</li> </ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U5.5.1. Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.</p> <p>U5.5.2. Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</p> <p>U5.4.3. Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.</p> <p>U5.5.4. Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.</p> <p>U5.5.5. Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.</p> <p>U5.5.6. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</p>	<p>confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace</p>
	<p style="text-align: center;"><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114)</li> </ul>		

	<ul style="list-style-type: none"> <li>• The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed.</li> <li>• The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit.</li> <li>• Mary is an example of discipleship.</li> <li>• The Holy Spirit appears under different names and signs through Scripture.</li> </ul>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.5.1. Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.</p> <p>D5.5.2. Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.</p> <p>D5.5.3. Consider the claim ‘the Sacrament of Confirmation helps a Christian grow in virtue’, expressing a point of view about this statement.</p>	
	<p style="text-align: center;"><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The actions, signs, prayers, and symbols of the Catholic rite of Confirmation.</li> <li>• The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection.</li> <li>• ‘Come Holy Spirit, fill the hearts of your faithful’ prayer.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.5.1. Reflecting on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today.</p> <p>R5.5.2. Reflecting on how they can use their gifts to make a better world.</p> <p>R5.5.3. Considering the gifts and virtues Christians need to be disciples today.</p>	
	<p style="text-align: center;"><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some examples of artistic symbolic representation of the Holy Spirit.</li> <li>• An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.</li> </ul>		
Dialogue and Encounter	<p style="text-align: center;"><b>Dialogue</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• The many different writers of the Bible were inspired by the Holy Spirit.</li> <li>• What Christians call the Old Testament originates in Hebrew scriptures.</li> <li>• The Old Testament is important for Christians because it speaks of God’s covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.</li> <li>• God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</li> </ul> </li></ul>	<p style="text-align: center;"><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U5.6.1. Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.</p> <p>U5.6.2. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</p> <p>U5.6.3. Know that the Bible is translated from different languages into many languages.</p> <p>U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature.</p> <p>U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</p>	<p style="text-align: center;"><b>Old Testament</b></p> <p style="text-align: center;"><b>New Testament</b></p> <p style="text-align: center;"><b>Bible</b></p> <p>Tanakh Shema Mezuzah</p>
	<p style="text-align: center;"><b>Encounter</b></p> <p>By the end of this unit of study, pupils will have encountered the following:</p>	<p style="text-align: center;"><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D5.6.1. Asking ‘How can Sacred Scripture be “truth” if not everything in it is right?’ (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.</p> <p>D5.6.2. Exploring the place of Sacred Scripture in Jewish life today.</p> <p>D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament.</p>	

<ul style="list-style-type: none"> <li>• That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., <a href="https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/">https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/</a>).</li> <li>• That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.</li> <li>• Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One').</li> <li>• A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case.</li> </ul>	<p style="text-align: center;"><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R5.6.1. Reflecting on the books that matter to them in their lives.</p> <p>R5.6.2. Talking to others about their sacred texts and why they matter.</p> <p>R5.6.3. Thinking and talking about ways of showing respect for sacred texts.</p>	
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Year 6

	Knowledge lens content	Expected outcomes/Ways of Knowing	Key vocabulary
Creation & Covenant	<p><b>Hear</b></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19)</li> <li>• Jn 1:1-5, 16-18</li> <li>• The Nicene Creed</li> <li>• Laudato Si’ 66-67</li> </ul> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The literary forms employed in the Genesis account.</li> <li>• The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159).</li> </ul>	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>U6.1.1. Show understanding of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry.</p> <p>U6.1.2. Simply explain the Church’s teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si’ 66-67. Make links with the term ‘stewardship’.</p> <p>U6.1.3. Show understanding of the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation.</p> <p>U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.</p> <p>U6.1.5. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si’ 66.</p> <p>U6.1.6. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.</p> <p>U6.1.7. Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science.</p>	<p><b>Creation</b></p> <p>Fall</p> <p>Eden</p> <p>evolution</p> <p><b>baptism</b></p> <p>salvation</p>
	<p><b>Believe</b></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22)</li> <li>• In Jesus, God restored humanity’s relationship with him.</li> <li>• Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit.</li> <li>• Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.</li> </ul>	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D6.1.1. Articulating reasons which might lead to judgements different to their own, in response to the claim: ‘belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution’, offering reasoned arguments for their own judgement.</p> <p>D6.1.2. Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.</p>	
	<p><b>Celebrate</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The symbols in the Sacrament of Baptism that point to a Christian’s new life in Christ</li> <li>• The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith.</li> </ul>	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.</p> <p>R6.1.2. Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.</p> <p>R6.1.3. Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God’s love for all Creation.</p>	
	<p><b>Live</b></p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Many scientists are Christians and they do not see any conflict between their faith and science.</li> <li>• The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69).</li> </ul>		

Prophecy & Promise	<b>Hear</b>	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Old Testament passages that show the importance of women in salvation history, e.g.: <ul style="list-style-type: none"> <li>• Genesis 18:1-15; 21:1-7: Sarah</li> <li>• Exodus 1:8-22; 2:1-10: Miriam</li> <li>• Judges 4:4-11; 5:7-15: Deborah</li> <li>• 1 Samuel 1:5, 9-11, 26-28: Hannah</li> <li>• Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther</li> <li>• Lk 1: 26-56: Mary as the fulfilment of Old Testament promises</li> </ul> </li> </ul> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation.</li> </ul>	<b>Understand</b>	<p>By the end of this unit of study, pupils will be able to:</p> <p>U6.2.1. Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context:</p> <ul style="list-style-type: none"> <li>• Genesis 18:1-15; 21:1-7: Sarah</li> <li>• Exodus 1:8-22; 2:1-10: Miriam</li> <li>• Judges 4:4-11; 5:7-15: Deborah</li> <li>• 1 Samuel 1:5, 9-11, 26-28: Hannah</li> <li>• Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther</li> </ul> <p>U6.2.2. Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament.</p> <p>U6.2.3. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25).</p> <p>U6.2.4. Use theological language to describe and explain the belief that Mary became the 'Mother of God'.</p> <p>U6.2.5. Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.</p> <p>U6.2.6. Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.</p>	<p>salvation history fulfilment</p> <p>Old Testament</p> <p>Lucan Matthean protagonists Mary, Mother of God</p> <p>Magnificat religious order</p>
	<b>Believe</b>	<p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, General Audience, 27 March 1996).</li> <li>• Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan.</li> </ul>			
	<b>Celebrate</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The Magnificat is the song of the Mother of God and the song of the Church.</li> <li>• The Church prays the Magnificat each day at Vespers (evening prayer).</li> <li>• Some sung settings of the Magnificat.</li> </ul>	<b>Discern</b>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D6.2.1. Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers.</p> <p>D6.2.2. Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.</p>	
	<b>Live</b>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor).</li> </ul>	<b>Respond</b>	<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R6.2.1. Reflecting on their own experience, consider the women in their lives who have been important or significant.</p> <p>R6.2.2. Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life.</p> <p>R6.2.3. Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community.</p>	

Galilee to Jerusalem	<b>Hear</b>	<b>Understand</b>	Cana Bethesda Lazarus sacraments
	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The Wedding at Cana (Jn 2:1-12)</li> <li>• Healing the official's son (Jn 4:46-54)</li> <li>• Healing the man at Bethesda (Jn 5:1-47)</li> <li>• Feeding the 5000 (Jn 6:1-4)</li> <li>• Walking on water (Jn 6:15-21)</li> <li>• Healing the Blind Man (Jn 9:1-41)</li> <li>• Raising of Lazarus (Jn 11:1-57)</li> <li>• 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25)</li> </ul>	By the end of this unit of study, pupils will be able to: <p>U6.3.1. Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning.</p> <p>U6.3.2. Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.</p> <p>U6.3.3. Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.</p> <p>U6.4.4. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.</p> <p>U6.3.5. Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.</p> <p>U6.3.6. Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.</p>	
	<b>Believe</b>	<b>Discern</b>	
	By the end of this unit of study, students will know that the Church teaches that: <ul style="list-style-type: none"> <li>• God inspired the authors of Sacred Scripture.</li> <li>• Scripture is understood literally and spiritually.</li> <li>• Mary prays and asks Jesus for help at Cana.</li> <li>• The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders.</li> <li>• The purpose of sacraments is to help people grow more like Jesus, and through him become children of God.</li> <li>• The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <p>D6.3.1. Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64). Discuss why others might disagree.</p> <p>D6.3.2. Looking at different artistic representations of at least one of the signs in St John's gospel and discussing the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view.</p>	
<b>Celebrate</b>	<b>Respond</b>		
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through them Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105).</li> <li>• Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied.</li> </ul>	During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R6.3.1. Reflecting on how the seven signs in John's gospel speak to them literally and spiritually.</p> <p>R6.3.2. Considering how stories from scripture speak to people in different ways.</p>		
<b>Live</b>			
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• How sacraments are celebrated in their local parish community and how these form part of the life of the local Church.</li> <li>• How their local parish community (Parish priest and laity) hand on the teaching of Jesus.</li> </ul>			

Desert to Garden	<b>Hear</b>	<b>Understand</b>	Bethany anoint discourse Pilate Crucifixion Holy Week Stations of the Cross
	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The anointing at Bethany (Jn 12:1-11)</li> <li>• Jesus washes his disciples' feet (Jn 13:1-17)</li> <li>• First farewell discourse (Jn 13:33-38)</li> <li>• The arrest of Jesus (Jn 18:1-11)</li> <li>• Jesus before Pilate (Jn 18:28-40, 19:4-6)</li> <li>• The Crucifixion (Jn 19:17-22)</li> <li>• Jesus and his mother (Jn 19:25-27)</li> <li>• The death of Jesus (Jn 19:28-37)</li> </ul>	By the end of this unit of study, pupils will be able to: U6.4.1. Show an understanding of the account of Holy Week in the gospel of John. U6.4.2. Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed. U6.4.3. Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions. U6.4.4. Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday. U6.4.6. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.	
	<b>Believe</b>	<b>Discern</b>	
	By the end of this unit of study, pupils will know that the Church teaches that: <ul style="list-style-type: none"> <li>• At the Last Supper Jesus showed his love by washing his disciples' feet.</li> <li>• Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. (See Article 4 Apostles' Creed.)</li> <li>• Mary is the mother of all Christians.</li> </ul>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: D6.4.1. Considering the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence. D6.4.2. Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.	
<b>Celebrate</b>	<b>Respond</b>		
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles.</li> <li>• The Stations of the Cross are a prayerful reflection on Christ's journey to the cross.</li> </ul>	During this unit of study, pupils will be invited to respond to their learning, for example by: R6.4.1. Prayerfully reflect on what Jesus teaches about true discipleship. R6.4.2. Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation. R6.4.3. Reflecting on Lent as a time to begin this transformation.		
<b>Live</b>			
By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem.</li> <li>• Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes.</li> <li>• Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach.</li> </ul>			

To the Ends of the Earth	<b>Hear</b>	By the end of this unit of study, pupils will hear the following key texts: <ul style="list-style-type: none"> <li>• The empty tomb and the appearance to Mary Magdala (Jn 20:1-18)</li> <li>• Appearances to the disciples Jn 20:19-31</li> <li>• Conclusion (Jn 20: 30-31)</li> <li>• Christians believe in the Resurrection (1 Cor 15:14)</li> <li>• Jesus as the last Adam (1 Cor 15:45-49)</li> <li>• The story of Stephen (Acts 6:8-15, 7:51-60)</li> </ul>	<b>Understand</b>	By the end of this unit of study, pupils will be able to: <p>U6.5.1. Show understanding of the scripture passages studied, identifying literary forms and authorial intention.</p> <p>U6.5.2. Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.</p> <p>U6.5.3. Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.</p> <p>U6.5.4. Explain why Jesus is called the ‘new Adam’, making links between scripture texts from the new and old testaments.</p> <p>U6.5.5. Describe and explain, with examples, the different ways in which Christians’ bear witness to their beliefs now and in the past and make links with the life of a saint.</p> <p>U6.5.6. Describe how one charity studied witnesses its Christian faith through its work.</p>	Adam Mary Magdala <b>Resurrection</b> martyr witness saint charity
	<b>Believe</b>	By the end of this unit of study, pupils will know that the Church teaches that: <ul style="list-style-type: none"> <li>• Christians believe Jesus rose from the dead. (See Article 5, the Apostles’ Creed.)</li> <li>• The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive.</li> <li>• The Resurrection is the work of the Holy Trinity.</li> <li>• All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation.</li> <li>• Some Christians die for their faith, this is called martyrdom.</li> </ul>	<b>Discern</b>	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: <p>D6.5.1. Consider ‘There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book’, and give some reasons why some people find it difficult to believe things they have not seen.</p> <p>D6.5.2. Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.</p>	
	<b>Celebrate</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people.</li> <li>• Some age-appropriate examples of the Act of Faith, Hope and Love prayers.</li> </ul>	<b>Respond</b>	During this unit of study, pupils will be invited to respond to their learning, for example by: <p>R6.5.1. Considering what beliefs matter most to them.</p> <p>R6.5.2. Comparing their own and others’ experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life.</p> <p>R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.</p>	
	<b>Live</b>	By the end of this unit of study, pupils will know: <ul style="list-style-type: none"> <li>• Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps).</li> <li>• The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Missio.</li> </ul>			

Dialogue and Encounter	<b>Dialogue</b>	<b>Understand</b>	dialogue worldview Catholic Social Teaching
	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That Catholics should work to promote ‘unity and love’ (Nostra Aetate 1) among all people.</li> <li>• That the Church is called to ‘enter dialogue with the world in which it lives. It has something to say, a message to give’ (Ecclesiam Suam 65).</li> <li>• That Christians are responsible for promoting the common good.</li> </ul> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some practical ways in which people can work together towards common goals.</li> <li>• The term ‘worldview’ and its meaning.</li> </ul>	<p>By the end of this unit of study, pupils will be able to:</p> <p>U6.6.1. Explain in an age-appropriate way the meaning of ‘the common good’ and the principles of Catholic Social Teaching.</p> <p>U6.6.2. Describe some ways Christians work together with people of different worldviews to promote the common good.</p> <p>U6.6.3. Use the term ‘worldviews’ and understand its meaning, giving simple examples.</p> <p>U6.6.4. Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them.</p>	
	<b>Encounter</b>	<b>Discern</b>	
<p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism).</li> </ul>	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>D6.6.1. Reflecting on the statement ‘Everyone should be concerned to create and support institutions that improve the conditions of human life’ (CCC 1926), consider how this challenges people to change.</p> <p>D6.6.2. Considering the term ‘common good’, discuss why charities with different worldviews work to promote the same goals.</p> <p>D6.6.3. Explore some examples of creative expressions of faith from a Dharmic pathway.</p> <p>D6.6.4. Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life.</p>		
		<b>Respond</b>	
		<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>R6.6.1. Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities.</p> <p>R6.6.2. Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.</p>	