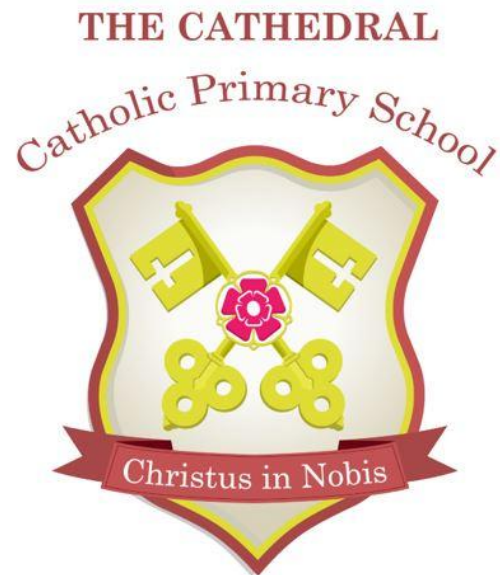


The Cathedral Catholic Primary School



*Unlocking Potential Together
in Faith and Love*

Key Learning in Religious Education



Key Learning EYFS

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
HEAR <i>What Scripture will we hear?</i>	The words and actions of the Sign of the Cross. God created the world and said "Indeed it is very good." (Genesis 1:31) The whole of creation shows God's love for us.	The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).	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).	A simplified version of key events of Holy Week especially Good Friday and Easter Sunday. The great commandment (Lk 10:25-28).	Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).	DIALOGUE 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.
BELIEVE <i>What do Christians believe?</i>	God is love. God made each of us. God loves each one of us 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. God tells us we must take care of the world – it is an important job.	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.	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.	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.	Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.	
CELEBRATE <i>How do we act as Christians?</i>	Celebrate God's beautiful world. The words and actions of the Sign of the Cross. We enter God's family, the Church, through Baptism.	The tradition of the crib to tell the story of Jesus' birth.	That the Church prays the 'Glory Be' as a response to the coming of Jesus.	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.	Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.	ENCOUNTER 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.
LIVE <i>How do Catholics live out their faith?</i>	Care and love for self, family, others and God's world. 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.	Various cultures celebrate Jesus' birthday in different ways. By our work in Advent, we help others and ourselves and we show our love to God. All people work in some way. Everyone should be able to work safely so that it helps them because God loves them.	We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. 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,	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. 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.	The parish church and the parish family meet there to celebrate. 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. All people are God's children. That makes us brothers and sisters. We are connected to each other. We can be very different from each other, but we are still one family — God's family.	

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Key Learning Year One

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<p><u>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. (1, 6)</u></p> <p><u>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. (2)</u></p> <p><u>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.</u></p> <p><u>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. (10)</u></p> <p><u>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. (3)</u></p> <p><u>U1.1.6 Recognise that prayer is a way of drawing closer to God.</u></p>	<p><u>U1.2.1 Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son. (4)</u></p> <p><u>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. (5)</u></p> <p><u>U1.2.3 Sequence the accounts from the Annunciation through to the visit of the shepherds. (6)</u></p> <p><u>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. (7)</u></p> <p><u>U1.2.5 Match the first words of the Hail Mary with the words of the Angel Gabriel. (11)</u></p> <p><u>U1.2.6 Recognise that angels bring God’s message and are a sign that Jesus is the Son of God. (8)</u></p>	<p><u>U1.3.1 Identify some of the people that encounter Jesus and recognise that he is special. (9)</u></p> <p><u>U1.3.2 Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke. (6)</u></p> <p><u>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. (10)</u></p> <p><u>U1.3.4 Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus. (4,5,9)</u></p>	<p><u>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. (12)</u></p> <p><u>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. (10, 12)</u></p> <p><u>U1.4.3 Correctly sequence the events of the last week of Jesus’ life. (6)</u></p> <p><u>U1.4.4 Recognise that angels bring God’s message and are a sign the Jesus is the Son of God, truly alive. (8)</u></p> <p><u>U1.4.5 Recognise that the Church teaches that Jesus suffered, died, and rose again. (12, 14)</u></p> <p><u>U1.4.6 Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start. (13)</u></p>	<p><u>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). (6)</u></p> <p><u>U1.5.2 Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</u></p> <p><u>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.) (10, 15)</u></p> <p><u>U1.5.4 Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. (14)</u></p>	<p><u>U1.6.1 Know that Christian means follower of Jesus Christ.</u></p> <p><u>U1.6.2 Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.</u></p> <p><u>U1.6.3 Recognise simple connections between Jesus’ life and message and how Christians live today. (10)</u></p> <p><u>U1.6.4 Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. (13)</u></p> <p><u>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). (16)</u></p>
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think creatively and</i>	<p><u>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.</u></p>	<p><u>D1.2.1 Talking about why the shepherds saw angels when Jesus was born.</u></p> <p><u>D1.2.2 Thinking about why the words of the angels are in the ‘Hail Mary’ and the beginning of the ‘Gloria’.</u></p>	<p><u>D1.3.1 Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.</u></p> <p><u>D1.3.2 Listening to the stories and experiences of how people celebrate Candlemas.</u></p>	<p><u>D1.4.1 Asking ‘I wonder’ questions about the story of the last week of Jesus’ life.</u></p> <p><u>D1.4.2 Experiencing and reflecting on music or art that shows how Christian communities in another part of</u></p>	<p><u>D1.5.1 Imagining how the apostles felt during the events following the Resurrection.</u></p> <p><u>D1.5.2 Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they</u></p>	<p><u>D1.6.1 Listening to the stories and experiences of Christians from their local parish and asking them questions.</u></p> <p><u>D1.6.2 Talking about their personal response to an artistic expression of Christian belief in a</u></p>

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<p><i>critically about what they have studied, through:</i></p>	<p>D1.1.2 Talking about why caring for God’s world matters for them and their local community. God tells us we must take care of the world – it is an important job.</p>	<p><u>D1.2.3 Exploring artistic representations of the nativity story from around the world.</u></p>		<p>the world celebrate Lent and the last week of Jesus’ life.</p>	<p>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)). <u>D1.5.3 Looking at and discussing ways the Holy Spirit is described in art or music.</u> <u>D1.5.4 Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures.</u></p>	<p><u>different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).</u> <u>D1.6.3 Asking questions about the stories and experiences of Jewish people.</u></p>
<p>RESPOND <i>During the unit of study, pupils will be invited to respond to their learning, for example by:</i></p>	<p>R1.1.1 Reflecting on what the words of the Our Father and the opening words of the Creed say to them. R1.1.2 Reflecting on different ways to pray. R1.1.3 Listening to stories from different communities and their experiences about how they care for the world. R1.1.4 Talking about how they can care for God’s world.</p>	<p>R1.2.1 Hearing and beginning to join in with the words of the Hail Mary. R1.2.2 Singing or saying the first words of the Gloria. R1.2.3 Talking about how Christians in their local community celebrate the birth of Jesus.</p>	<p>R1.3.1 Reflecting on what the Good News might mean for them. R1.3.2 Reflecting on how Jesus is a ‘light’ for all people, consider how they can bring ‘light’ to their families and communities. R1.3.3 Reflecting on how Jesus cares for other people and what they can learn from his actions.</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. R1.4.2 Considering what they might give up and choose to do to help others. 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>R1.5.1 Thinking about why prayer is an important part of life for many people. 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. R1.5.3 Considering how Christians announce the Gospel to others through their words and actions.</p>	<p>R1.6.1 Considering how Christians in their local parish community could work together to help people.</p>

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Key Learning Year Two

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<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). (1)</p> <p>U2.1.2 Know that psalms are <u>prayed/sung to praise God and recognise that they are a different literary form in scripture.</u> (2)</p> <p>U2.1.3 Understand the term <u>‘stewardship’ and what it means for caring for God’s world.</u> (3)</p> <p>U2.1.4 Correctly use religious words and phrases to talk about <u>the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.</u> (4)</p> <p>U2.1.5 Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. (5)</p>	<p>U2.2.1 Retell, with increasing detail, one of the religious <u>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.</u> (1)</p> <p>U2.2.2 Know that a <u>prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</u> (15)</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 <u>Mary is the mother of God who prays for them and with them.</u> (7)</p> <p>U2.2.6 Describe some ways that <u>Christians prepare for Jesus’ coming at Christmas during the season of Advent</u> 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. (8)</p>	<p>U2.3.1 Retell, in any form, the story of John the Baptist and the baptism of Jesus. (1)</p> <p>U2.3.2 Begin to recognise <u>‘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> (2,11)</p> <p>U2.3.3 Recognise that <u>everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</u> (9)</p> <p>U2.3.4 Begin to recognise that <u>the miracles of Jesus are signs that he is the Son of God.</u> (10)</p> <p>U2.3.5 Correctly use religious words and phrases to recognise <u>how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.</u> (12)</p>	<p>U2.4.1 Recognise what Jesus said on the cross about forgiveness and make simple connections with the <u>belief that God always forgives us.</u> (9)</p> <p>U2.4.2 Recognise that <u>Lent is a time for reconciliation and forgiveness.</u> (8)</p> <p>U2.4.3 Correctly use religious words and phrases when <u>describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God’s forgiveness.</u> (13)</p> <p>U2.4.4 Correctly use religious words and phrases to talk about <u>the symbols of light and water in the Easter Vigil Mass.</u> (14)</p>	<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 <u>St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</u> (6)</p> <p>U2.5.3 Retell the story of the Conversion of Saul (Acts 9:1-19). (1)</p> <p>U2.5.4 Recognise that the <u>description of the fruits of the Spirit is taken from one of St Paul’s letters (Gal: 5:22).</u> (15)</p> <p>U2.5.5 Recognise that <u>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.</u> (15)</p> <p>U2.5.6 Name the fruits of the <u>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.</u> (15)</p>	<p>U2.6.1 Say what the story of the Good Samaritan teaches about <u>how Christians should live.</u> (11)</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>
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think</i>	<p>D2.1.1 Responding to the way <u>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.</u></p>	<p>D2.2.1 Talking about Isaiah’s <u>picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</u></p> <p>D2.2.2 Saying what they wonder <u>about the Holy Spirit and how</u></p>	<p>D2.3.1 Looking at artistic <u>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.</u></p>	<p>D2.4.1 Looking at works of art to <u>recall the story of Holy Week studied in the previous year.</u></p> <p>D2.4.2 Considering some examples of reconciliation and peacebuilding in art, e.g.,</p>	<p>D2.5.1 Saying what they wonder <u>about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts</u></p>	<p>D2.6.1 Considering an answer, <u>with relevant reasons, to the question ‘Who is my neighbour?’</u></p> <p>D2.6.2 Exploring some examples of Hebrew calligraphy, for example, through the work of a</p>

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<p>creatively and critically about what they have studied, through:</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. D2.1.3 Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.</p>	<p>baby John the Baptist, Mary, Elizabeth, and Zechariah felt. <u>D2.2.3 Talking about how other cultures and communities prepare in Advent</u>, for example, through art, dance, music, or celebrations such as Las Posadas. D2.2.4 Listening to different traditions and interpretations of the meaning of the Advent wreath.</p>	<p>D2.3.2 Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. D.2.3. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.</p>	<p>reconciliation outside Coventry Cathedral. D2.4.3 Listening to different sung versions of the Kyrie Eleison and talking about what the words mean. <u>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.</u></p>	<p>1:6-11) or saying what they wonder about the story of Saul. <u>D2.5.2 Saying what they wonder about the fruits of the Holy Spirit.</u> <u>D2.5.3 Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove)</u> 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'). 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>sofer (scribe), and asking 'I wonder' questions about what they have seen. <u>D2.6.3 Listening to the stories and experiences of others from different communities in the class and the wider community.</u></p>
<p>RESPOND <i>During the unit of study, pupils will be invited to respond to their learning, for example by:</i></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. R2.1.2 Reflecting on the gift of Creation (awe and wonder). R2.1.3 Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.</p>	<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 Advent¹⁴⁷ or what choices they could make in Advent to support local and global communities in need and to care for Creation. 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>	<p>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).</p>	<p>R2.4.1 Thinking about what forgiveness means to them. R2.4.2 Thinking about how making bad choices can harm themselves and others and why saying sorry matters. R2.4.3 Reflecting on how Jesus teaches people to forgive.</p>	<p>R2.5.1 Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God. R2.5.2 Considering why many people pray and share stories of prayer from different religious communities as appropriate. 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>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. R2.6.2 Reflecting on how communities could be transformed if people acted as good neighbours.</p>

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Key Learning Year Three

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<p>U3.1.1 Revisit and remember the first Creation story from Genesis, <u>recognising the author's use of poetic language to describe how the world was formed.</u> (1, 2)</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 <u>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.</u> (3)</p> <p>U3.1.4 Describe stewardship <u>by making simple links between Genesis 1:26-31 and people's actions today.</u> (4)</p> <p>U3.1.5 Using some religious <u>vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</u> (2)</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</p>	<p>U3.2.1 Recognise that Sunday is a holy day for Christians, making <u>simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.</u> (3)</p> <p>U3.2.2 Give a simple description of how Catholics celebrate the Mass.</p> <p>U3.2.3 Give simple descriptions <u>of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.</u> (5)</p> <p>U3.2.4 Recognise how Joseph <u>puts his trust in God when the angel appears.</u> (1)</p> <p>U3.2.5 Make links between the angel's message about Jesus and the words of the prophet Isaiah.</p> <p>U3.2.6 Recall that <u>angels bring God's message in the gospels of St Matthew and St Luke.</u> (8)</p>	<p>U3.3.1 Retell, in any form, the <u>visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.</u> (1, 8)</p> <p>U3.3.2 Show a simple <u>understanding of what the kingdom of God is and is not.</u> (8)</p> <p>U3.3.3 Show a simple <u>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.</u> (3, 8)</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' <u>parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.</u> (3,8)</p> <p>U3.3.6 Recall the 'Our Father' <u>prayer and make simple links between the prayer and building the kingdom.</u> (7)</p>	<p>U3.4.1 Retell in any form the <u>story of the feeding of the five thousand.</u> (1)</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> <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 <u>story of the Last Supper and the Mass, giving reasons for these links.</u> (3)</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 <u>detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</u> (5)</p> <p>U3.4.7 Give reasons for <u>actions and symbols used in the Mass and make links between beliefs and actions.</u> (9)</p>	<p>U3.5.1 Make links between the <u>Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.</u> (3)</p> <p>U3.5.2 Use religious language to <u>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 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).</u> (6)</p> <p>U3.5.3 Know some of the <u>prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.</u> (7)</p> <p>U3.5.4 Recognise that <u>Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.</u> (11)</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 <u>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</u></p>	<p>U3.6.1 Make links between <u>Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).</u> (13)</p> <p>U3.6.2 Simply describe how <u>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.</u> (12)</p> <p>U3.6.3 Make simple links and <u>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.).</u> (14)</p>

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					<u>are different ways of writing (literary forms). (2)</u>	
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think creatively and critically about what they have studied, through:</i>	<u>D3.1.1 Imagining how caring for the world could change the world for the better.</u> 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). <u>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).</u> D3.1.4 Wondering why the author of the first story of Creation suggests a holy day.	D3.2.1 Talking, asking, and answering questions about their experiences of liturgies and the Mass. <u>D3.2.2 Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.</u> D3.2.3 Talking, asking, and answering questions about Joseph and Mary trusting in God. D3.2.4 Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.	<u>D3.3.1 Asking and answering questions about the feelings of the characters in one of the stories studied.</u> D3.3.2 Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer. 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.	D3.4.1 Wondering about the words of the offertory prayer and the story of Creation. <u>D3.4.2 Exploring some different cultural practices associated with Holy Week.</u>	<u>D3.5.1 Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus.</u> D3.5.2 Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary. D3.5.3 Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church.	D3.6.1 Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover. <u>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.</u> <u>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.</u>
RESPOND <i>During this unit of study, pupils will be invited to respond to their learning, for example by:</i>	R3.1.1 Making connections between experiences where people have not been treated equally and how this felt. R3.1.2 Spending time wondering about the blessings of Creation in their own lives. R3.1.3 Reflecting on the prayerful words studied that give thanks for Creation.	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. R3.2.2 Reflecting on what Sunday Mass means for Christians.	R3.3.1 Considering how people could build the kingdom with reference to the life of a saint. R3.3.2 Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them	R3.4.1 Reflecting on the Catholic belief that Jesus gives himself in Holy Communion. R3.4.2 Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings. R3.4.3 Reflecting on what their learning means for their life.	R3.5.1 Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples. R3.5.2 Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.	R3.6.1 Reflecting on the meaning of what they have learned for their own lives. 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.

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Key Learning Year Four Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<p><u>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. (1)</u></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'. (2)</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. (1)</p> <p><u>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. (2)</u></p> <p><u>U4.1.5 Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. (4)</u></p> <p><u>U4.1.6 Make links between prayers that show trust in God and the virtues of faith, hope, and love. (4)</u></p>	<p><u>U4.2.1 Describe what a prophet is drawing on Elijah and John the Baptist as examples. (5)</u></p> <p><u>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. (1)</u></p> <p>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.</p> <p><u>U4.2.4 Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. (6)</u></p> <p><u>U4.2.5 Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. (7)</u></p> <p>U4.2.6 Makes links with the ancestry of Jesus and the Jesse tree.</p>	<p><u>U4.3.1 Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied. (8)</u></p> <p><u>U4.3.2 Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah. (8)</u></p> <p><u>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. (8)</u></p> <p><u>U4.3.4 Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. (9)</u></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. (10)</p> <p><u>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. (4)</u></p>	<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><u>U4.4.2 Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God. (4)</u></p> <p><u>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. (12)</u></p> <p><u>U4.4.4 Retell the story of St Peter during Holy Week. (11)</u></p> <p><u>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. (3)</u></p> <p><u>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). (4)</u></p>	<p><u>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). (11)</u></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><u>U4.5.3 Explain the term 'apostle' and explain why the Church is 'apostolic'. (13)</u></p> <p><u>U4.5.4 Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians. (10)</u></p> <p><u>U4.5.5 Explain how the one, holy, Catholic, and apostolic Church is structured. (13)</u></p> <p>U4.5.6 Describe some ways in which the Church today (locally or globally) continues the work of Jesus.</p> <p><u>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. (14)</u></p>	<p>U4.6.1 Describe some facts about the life of St Paul and explain why he is an important figure for Christians. (11)</p> <p>U4.6.2 Make links between Cor 13:1-7, 13 and the theological virtues. (3)</p> <p>U4.6.3 Recount some facts about a different liturgical rite within the Catholic Church. (15)</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. (16)</p>
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think</i>	<p><u>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</u></p>	<p>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.</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><u>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.</u></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</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>

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<p><i>creatively and critically about what they have studied, for example, through:</i></p>	<p>intervention of Cardinal Manning in the London dockworker's strike in 1889). D4.1.2 Explaining why they think Abraham is seen as a model of prayer.</p>	<p><u>D4.2.2 Talking about the type of king they think Jesus would be and give reasons for their answers.</u> <u>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.</u></p>	<p><u>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.</u></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. D4.4.3 Making connections between being a Christian and choosing to live out the 'Works of Mercy'.</p>	<p>of the servants of God', making links with the ministry of Jesus. <u>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.</u></p>	<p><u>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.</u> <u>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.</u></p>
<p>RESPOND <i>During the unit of study, pupils will be invited to respond to their learning, for example by:</i></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. R4.1.2 Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. 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>R4.2.1 Reflecting on how Elijah and John the Baptist's words speak to people today. R4.2.2 Reflecting on what it means to be a good leader and talk to others about their ideas.</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. 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>	<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. 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. (RVE) 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>	<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. R4.5.2 Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus. R4.5.3 Reflecting on how Christian communities continue the work of Jesus in the community where they live.</p>	<p>R4.6.1 Discussing the meaning of what they have learned for their own lives. 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. 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>

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Key Learning Year Five

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<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><u>U5.1.2 Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40). (3)</u></p> <p><u>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. (2)</u></p> <p><u>U5.1.4 Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. (3)</u></p> <p><u>U5.1.5 Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other. (4)</u></p> <p><u>U5.1.6 Know that a virtue is a positive habit that helps people live a good life. (5)</u></p>	<p><u>U5.2.1 Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context. (1)</u></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. Recognise links with God's covenant with Abraham.</p> <p><u>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. (1)</u></p> <p>U5.2.4 Recognise that David is a model of prayer, referencing one of the psalms.</p> <p><u>U5.2.5 Know that a virtue is a positive habit that helps people live a good life. (5)</u></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 <u>make links between the new law, a parable and Jesus' summary of the law and lessons for Christian life today. (3,5)</u></p> <p><u>U5.3.3 Make simple links between the Beatitudes and the Ten Commandments. (3,5)</u></p> <p><u>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. (8)</u></p> <p><u>U5.3.5 Make links between the seven petitions (requests) of the Our Father and their meaning for Christians. (6)</u></p> <p><u>U5.3.6 Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes. (5)</u></p>	<p><u>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. (7)</u></p> <p><u>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.</u> Describe some ways Christians act to answer that call in Lent, including the importance of prayer. (7)</p> <p><u>U5.4.3 Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life. (3,4)</u></p> <p><u>U5.4.4 Use specialist vocabulary to describe the term 'conscience'. (4)</u></p> <p><u>U5.4.5 Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell. (9)</u></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>U5.5.1 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><u>U5.5.2 Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation. (10)</u></p> <p><u>U5.5.3 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. (10)</u></p> <p><u>U5.5.4 Using the lives of Mary or another saint as examples, explain what the term 'discipleship' means. (11)</u></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><u>U5.5.6 Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember. (6)</u></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><u>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. (12)</u></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><u>U5.6.5 Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer. (13)</u></p>
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think creatively and critically about</i>	<p>D5.5.1 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</p>	<p><u>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</u></p>	<p>D5.3.1 Expressing a point of view about Jesus' great commandment as a rule for life. Imagining how Peter, James, or John felt at the Transfiguration.</p> <p>D5.3.2 Explain their thinking with reference to why this event is a mystery</p>	<p><u>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?</u></p> <p>D5.4.2 Thinking about the temptations Jesus faces in the</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><u>D5.5.2 Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of</u></p>	<p><u>D5.6.1 Asking 'How can Sacred Scripture be "truth" if not everything in it is right?'</u> (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.</p>

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<p>what they have studied, for example, through:</p>	<p>(virtues) and negative habits and how virtues might help them grow in goodness. <u>D5.1.3 Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees.</u> <u>Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.</u></p>	<p>possibility of those values being overlooked in today's communities? 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. <u>D5.2.3 Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</u></p>	<p><u>D5.3.3 Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</u></p>	<p>wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.</p>	<p><u>view and giving reasons for their answers.</u> 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>D5.6.2 Exploring the place of Sacred Scripture in Jewish life today. D5.6.3 Discussing why the whole Bible is important for Christians, not just the New Testament.</p>
<p>RESPOND <i>During the unit of study, pupils will be invited to respond to their learning, for example by:</i></p>	<p>R5.1.1 Reflecting on the words and images used to describe Moses' encounter with God. R5.1.2 Reflecting on what makes them truly happy. R5.1.3 Discussing and dialoguing with others about how rules can help people be happy (YCfK 110) R5.1.4 Reflecting on their habits and where they could 'grow in virtue' to be better neighbours.</p>	<p>R5.2.1 Reflecting on your understanding of David and the idea of a leader as a shepherd R5.2.2 Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. 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>	<p>R5.3.1 Reflecting on the mystery of the Transfiguration R5.3.2 Reflecting on why Jesus invites us to call God 'Father'. R5.3.3 Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives. 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>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. R5.4.2 Reflecting on the meaning of what they have learned for their own lives.</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. R5.5.2 Reflecting on how they can use their gifts to make a better world. R5.5.3 Considering the gifts and virtues Christians need to be disciples today</p>	<p>R5.6.1 Reflecting on the books that matter to them in their lives. R5.6.2 Talking to others about their sacred texts and why they matter. R5.6.3 Thinking and talking about ways of showing respect for sacred texts.</p>

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Key Learning Year Six

Religious Education



	AUTUMN 1 BRANCH ONE Creation and Covenant	AUTUMN 2 BRANCH TWO Prophecy and Promise	SPRING 1 BRANCH THREE Galilee to Jerusalem	SPRING 2 BRANCH FOUR Desert to Garden	SUMMER 1 BRANCH FIVE To the Ends of the Earth	SUMMER 2 BRANCH SIX Dialogue and Encounter
UNDERSTAND <i>By the end of the unit of study, pupils will be able to:</i>	<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. (1)</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 <i>Laudato Si'</i> 66-67. Make links with the term 'stewardship'. (2)</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. (3)</p> <p>U6.1.4 Explain some Christian beliefs about the Sacrament of Baptism. (3)</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 <i>Laudato Si'</i> 66. (5)</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. (5)</p> <p>U6.1.7 Describe the work of a Christian or Catholic scientist</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: see RED pg 173 for suggestions. (6)</p> <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). (7)</p> <p>U6.2.4 Use theological language to describe and explain the belief that Mary became the 'Mother of God'. (7)</p> <p>U6.2.5 Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. (10)</p> <p>U6.2.6 Show understanding of the life of individual women today who are responding to</p>	<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. (1)</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. (10)</p> <p>U6.3.4 Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church. (8)</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. (8)</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. (9)</p>	<p>U6.4.1 Show an understanding of the account of Holy Week in the gospel of John</p> <p>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. (10)</p> <p>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.</p> <p>U6.4.4 Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday. (11)</p> <p>U6.4.5 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. (12)</p>	<p>U6.5.1 Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (1)</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. (13)</p> <p>U6.5.4 Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments. (5)</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. (14)</p> <p>U6.5.6 Describe how one charity studied witnesses its Christian faith through its work.</p>	<p>U6.6.1 Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. (15)</p> <p>U6.6.2 Describe some ways Christians work together with people of different worldviews to promote the common good. (15)</p> <p>U6.6.3 Use the term 'worldviews' and understand its meaning, giving simple examples. (16)</p> <p>U6.6.4 Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (17)</p>

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	<u>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. (2)</u>	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.				
DISCERN <i>By the end of the unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</i>	<u>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.</u> 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.	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. <u>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.</u>	<u>D6.3.1 Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64).</u> <u>Discuss why others might disagree.</u> 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.	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 <u>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.</u>	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 <u>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.</u>	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. D6.6.2 Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals. D6.6.3 Explore some examples of creative expressions of faith from a Dharmic pathway. <u>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.</u>
RESPOND <i>During the unit of study, pupils will be invited to respond to their learning, for example by:</i>	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. 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 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.	R6.2.1 Reflecting on their own experience, consider the women in their lives who have been important or significant. R6.2.2 Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life. 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.	R6.3.1 Reflecting on how the seven signs in John's gospel speak to them literally and spiritually. R6.3.2 Considering how stories from scripture speak to people in different ways.	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.	R6.5.1 Considering what beliefs matter most to them. 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. R6.5.3 Reflecting on how the work of charities can support people facing injustice or persecution.	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. R6.6.2 Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.

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Age-related Learning Outcomes



	AGE 6 (YEAR 1) Learning Outcomes	AGE 7 (YEAR 2) Learning Outcomes	AGE 8 (YEAR 3) Learning Outcomes	AGE 9 (YEAR 4) Learning Outcomes	AGE 10 (YEAR 5) Learning Outcomes	AGE 11 (YEAR 6) Learning Outcomes
UNDERSTAND	<ol style="list-style-type: none"> 1. Be introduced to the Creation story in Genesis as a prayerful and poetic reflection on God's world. 2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God. 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. 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). 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. 6. Recall and retell, in any form, some of the scriptural stories and accounts studied. 7. Know that Mary is important for Christians because she said 'Yes' to God. 8. Recognise that angels bring God's message and are a sign of the presence of God. 9. Identify some people who encounter Jesus and recall how they recognise that he is special. 10. Recognise simple connections between Jesus' 	<ol style="list-style-type: none"> 1. Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied. 2. Be introduced to psalms and parables, recognising that they are a different literary form in Scripture. 3. Recall the term 'stewardship', describing what it means when caring for God's world. 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. 5. Know that the Christian Bible is split into two parts, the Old Testament and the New Testament 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. 7. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them. 8. Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent 9. Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people. 	<ol style="list-style-type: none"> 1. Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail. 2. Recognise some different literary form in Scripture, such as a psalm, letter, or parable. 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. 4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). 5. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass. 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. 7. Know some of the prayers of the Catholic Church and make simple links with the beliefs they express. 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, 	<ol style="list-style-type: none"> 1. Show some understanding of the historical, cultural, and religious context of texts. 2. Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths. 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 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. 5. Describe what a prophet is with examples from the Old and New Testaments. 6. Recognise the significance of John the Baptist, making links with the Old Testament 7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons. 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. 9. Using some religious vocabulary, describe the Sacrament of Reconciliation and 	<ol style="list-style-type: none"> 1. Explain the significance of David and Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses. 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. 3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching. 4. Correctly use developing specialist vocabulary to describe the terms sin and conscience. 5. Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life. 6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father. 7. Explain the significance of Ash Wednesday and say why Lent is an important season for Christians. 8. Explain the significance of Moses and Elijah at the Transfiguration. 	<ol style="list-style-type: none"> 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. 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. 3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism. 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 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. 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.

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message and how Christians are called to live and tell people about God's love today (e.g., care for Creation and the poor).

11. Make simple connections between words in Scripture and prayers Christians say today (e.g., the Hail Mary).

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).

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.

14. Encounter some of the Church's holy days and know what makes them memorable.

15. Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.

16. Encounter some facts about the Jewish faith.

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.

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.

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

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.

14. Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies

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

the visit of the Magi, angelic messengers, or a miracle of Jesus.

9. Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.

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.

11. Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.

12. Know some simple facts about how Jews in Britain celebrate the Passover today.

13. Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.

14. Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices.

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.

10. Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.

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.

12. Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.

13. Describe the apostolic structure of the Church and its mission in the world today.

14. Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints.

15. Recount some facts about a different liturgical tradition within the Catholic Church.

16. Make links and connections between the five pillars of Islam and Muslim life in Britain

9. Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.

10. Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.

11. Explain the term 'discipleship' with reference to a powerful example.

12. Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.

13. Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer

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.

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.

9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.

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.

11. Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.

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.

13. Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.

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.

15. Explain in an age-appropriate way the meaning of 'the common good' and the principles

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						<p>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 simple links and connections between some Dharmic religious laws, beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism)</p>
DISCERN	<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>
RESPOND	<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</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,</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</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</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</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</p>

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	<p>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>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>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>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>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>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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