

RELIGIOUS EDUCATION DIRECTORY 2023

YEAR ONE BRANCH ONE: CREATION AND COVENANT



Unlocking Potential Together
in Faith and Love.

| CCC Links | Knowledge lens content |
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| <p>Creation YCFK 1-3,16 YC 44, 48 CCC1-3, 290</p> <p>Creed YCFK 13, 76 YC 29, CCC 200, 279</p> <p>Stewardship YCFK 17, YC 57, 344, 354</p> <p>Creation YCFK 1-3, YC 44, CCC 290</p> <p>Creed YCFK 13,19-20 YC 29, CCC 298, 299</p> <p>Prayer YCFK 5, 138- 139 YC 469 CCC 2559</p> <p>Prayer YCFK 5, 138- 139 YC 469 CCC 2559</p> <p>Creed YCFK 76 YC 26 CCC 197</p> <p>Our Father YCFK 76, 149 YC 511, 514 CCC 2759, 2767</p> <p>Stewardship YCFK 17 YC 57, 323 CCC 344, 358, 2415-2418</p> | <p>Hear</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"> The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. 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'. An introduction to the ideas presented in Laudato Si' 13. <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> That all that is comes from God. God is our Father. God's love and care for humanity is experienced through the beauty and order of Creation. Prayer is a way we draw closer to God. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> That praying is a way people draw close to God. That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. <p>Live</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> God wants us to love and care for the world because the world is God's gift to us. Caring for the world is one of the ways we love and care for each other. <p>By the end of this unit of study, pupils will explore:</p> <ul style="list-style-type: none"> How a community in another part of the world cares for Creation. |

Key vocabulary




God
Father
Creation
Pope Francis
Laudato Si'
Our Father
Creed

| Expected outcomes | |
|-------------------|---|
| | <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> |
| U1.1. | 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. (RVE) |
| U1.2. | Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE) |
| U1.3. | 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. |
| U1.4. | 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. |
| U1.5. | 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. |
| U1.6. | Recognise that prayer is a way of drawing closer to God. |
| | <p>Discern</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> |
| D1.1. | 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. |
| D1.2. | Talking about why caring for God's world matters for them and their local community. (RVE) |
| | <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> |
| R1.1. | Reflecting on what the words of the Our Father and the opening words of the Creed say to them. |
| R1.2. | Reflecting on different ways to pray. |
| R1.3. | Listening to stories from different communities and their experiences about how they care for the world. (RVE) |
| R1.4. | Talking about how they can care for God's world. (RVE) |

YEAR ONE BRANCH TWO: PROPHECY AND PROMISE

| CCC Links | Knowledge lens content |
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| <p>The Infancy narratives YC# 29,31 YC 117 CCC 484-486, 437, 523-526</p> <p>Incarnation YC# 28-29 YC 9,76 CCC 65-66</p> <p>Angels YC# 15,29 YC 54 CCC 333</p> <p>Bible YC# 12 YC 14,17-18 CCC 105-107</p> <p>Hail Mary YC# 151 YC 480 CCC 2676-2677</p> <p>Gloria YC# 76 YC 214 CCC 333</p> <p>Mary YC# 28 YC 147-148 CCC 967-970</p> | <p>Hear</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"> The Annunciation (Lk 1: 26- 38, focusing on 1:26- 32, 38) The Visitation (Lk 1:39- 45) The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20) <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> Because God loves us, he gave us his only Son, Jesus. God called Mary to be the mother of his Son, Jesus. Mary said 'Yes' to God's call. Angels bring God's message and are a sign that Jesus is the Son of God. The stories about Jesus are in a special book called the Bible. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. <p>By the end of this unit of study pupils will:</p> <ul style="list-style-type: none"> Hear and begin to join in with the words of the Hail Mary. Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. <p>Live</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. How Christians in their local community celebrate the birth of Jesus. |

| Key vocabulary |
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| <p>Jesus</p> <p>Bible</p> <p>Annunciation</p> <p>angels</p> <p>Visitation</p> <p>Hail Mary</p> <p>Gloria</p> |




| Expected outcomes | |
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|  | <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> |
| U1.2.1 | Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. |
| 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. |
| U1.2.3 | Sequence the accounts from the Annunciation through to the visit of the shepherds. |
| 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. |
| U1.2.5 | Match the first words of the Hail Mary with the words of the Angel Gabriel. |
| U1.2.6 | Recognise that angels bring God's message and are a sign that Jesus is the Son of God. |
|  | <p>Discern</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> |
| D1.2.1 | Talking about why the shepherds saw angels when Jesus was born. |
| D1.2.2 | Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'. |
| D1.2.3 | Exploring artistic representations of the nativity story from around the world. (RVE) |
|  | <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</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. (RVE) |

YEAR ONE BRANCH THREE: GALILEE TO JERUSALEM

| CCC Links | Knowledge lens content |
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| <p>The infancy narrative YC1K p55 CCC 529 CCC 531-534</p> <p>Jesus begins his ministry YC1K p55-56 YC 92 CCC 551-553, 567</p> <p>Jesus is the last revelation YC1K 25 YC10 CCC 66-67</p> <p>Jesus, light to all nations CCC 529 CCC 529</p> <p>Following Jesus YC 139 CCC 898</p> <p>Care for the poor CCC 2443</p> | <p>Hear</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"> The Presentation (Lk 2:22-38) Finding in the temple and the hidden life (Lk 2:41-52) Jesus announces his mission (Lk 4:16-22) The call of the disciples (Lk 5:1-11) Little children (Lk 18:15-17) Zacchaeus (Lk 19:1-9) <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> Jesus grows up and reveals the love of the Father to us. Some people that encounter Jesus recognise that he is the Son of God who has come to save all. Jesus is the 'light to all nations'. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. <p>Live</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> All Christians are called to follow Jesus and share the Good News with others. Christians are called to take care of each other, especially those most in need, such as the poor. |

Key vocabulary




Presentation
Temple
mission
Son of God
light
Candlemas

| Expected outcomes | |
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|  | <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> |
| U1.3.1 | Identify some of the people that encounter Jesus and recognise that he is special. |
| U1.3.2 | Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke. |
| 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. |
| U1.3.4 | Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus. |
|  | <p>Discern</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> |
| D1.3.1 | Imagining how some of the people who met Jesus felt and how knowing Jesus changed them. |
| D1.3.2 | Listening to the stories and experiences of how people celebrate Candlemas. |
|  | <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</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. (RVE) |
| R1.3.3 | Reflecting on how Jesus cares for other people and what they can learn from his actions. |

YEAR ONE BRANCH FOUR: DESERT TO GARDEN

| CCC Links | Knowledge lens content |
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| <p>Temptation in the wilderness YC 88 CCC 538-540</p> <p>Holy Week YClK 31, 35 YC 96-103 CCC 585, 610, 623</p> <p>The empty tomb YClK 37, YC 105, CCC 640</p> <p>Lent YC 186 CCC 540</p> <p>Resurrection YClK 37-38, YC 105 CCC 640-644, 656</p> <p>Lent YC 186 CCC 540, 1095</p> <p>Lenten observance YClK 135, YC 151, 345 CCC 538, 1434, 1438, 2043</p> | <p>Hear</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"> Jesus enters Jerusalem (Lk 19:28-38) Jesus teaches in the temple (Lk 19:47-48) The widow's mite (Lk 21:1-6) The last supper (Lk 22:7-23) The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) <p>For Lent:</p> <ul style="list-style-type: none"> Jesus is tempted in the desert for 40 days (Lk 4:1-13) <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. Jesus died and rose again. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. 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. Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> 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. Fasting, praying, and giving to others are ways of following Jesus' example. |

| Key vocabulary |
|-----------------|
| Temptation |
| Last Supper |
| Crucifixion |
| Resurrection |
| Ash Wednesday |
| Palm Sunday |
| Lent |
| Easter |
| Family Fast Day |




| Expected outcomes | |
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|  <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> | |
| UL4.1 | Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE) |
| UL4.2 | 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. |
| UL4.3 | Correctly sequence the events of the last week of Jesus' life. |
| UL4.4 | Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive. |
| UL4.5 | Recognise that the Church teaches that Jesus suffered, died, and rose again. |
| UL4.6 | Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start. |
|  <p>Discern</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> | |
| DL4.1 | Asking 'I wonder' questions about the story of the last week of Jesus' life. |
| DL4.2 | 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. (RVE) |
|  <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> | |
| RL4.1 | Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this. |
| RL4.2 | Considering what they might give up and choose to do to help others. (RVE) |
| RL4.3 | Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection. |

YEAR ONE BRANCH FIVE: TO THE ENDS OF THE EARTH

| CCC Links | Knowledge lens content |
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| <p>Resurrection YC K 39 YC 106 CCC 641-642</p> <p>Ascension YC K 41-42 YC 109 CCC 659-667</p> <p>Pentecost YC K 49 YC 118 CCC 731-732</p> <p>The work of the Holy Spirit in the human heart YC K 49 YC 120 CCC 738-741</p> <p>The work of the Church YC K 51 YC 123 CCC 763-768, 774-776, 780</p> <p>Holy Days YC K p161, 185 YC 345 CCC 2042</p> <p>Come Holy Spirit YC 496 CCC 2670-2672</p> <p>Glory Be YC K 158</p> <p>Holy Spirit YC K 47-48, YC 118, CCC 733-741, 747</p> | <p>Hear</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"> The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4) <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. The mission of the Church begins at Pentecost. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). The words of the 'Glory Be' prayer. An age-appropriate hymn referencing the Holy Spirit. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> How Pentecost is celebrated in another part of the world. How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity. |

Key vocabulary




Emmaus
Holy Spirit
Ascension
Pentecost
Church
Glory Be
Gospel

| Expected outcomes | |
|---|---|
|  | <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> |
| UL5.1 | 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). |
| UL5.2 | Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1). |
| UL5.3 | 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.) |
| UL5.4 | Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. (RVE) |
|  | <p>Discern</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> |
| DL5.1 | Imagining how the apostles felt during the events following the Resurrection. |
| DL5.2 | 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)). |
| DL5.3 | Looking at and discussing ways the Holy Spirit is described in art or music. (RVE) |
| DL5.4 | Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures. (RVE) |
|  | <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> |
| RL5.1 | Thinking about why prayer is an important part of life for many people. (RVE) |
| RL5.2 | 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. |
| RL5.3 | Considering how Christians announce the Gospel to others through their words and actions. |

YEAR ONE BRANCH SIX: DIALOGUE AND ENCOUNTER

| CCC Links | Knowledge lens content |
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| <p>Christian family YCK 53 YC 130 CCC 817-819</p> <p>Sign of the cross YCK 63 YC 360 CCC 2157</p> <p>The church (building) YCK 52, YC 190, CCC 1181-1186, 1198-1199</p> | <p>Dialogue</p> <p>By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. <p>Encounter</p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • 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. |

| Key vocabulary |
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| <p>Christian</p> <p>Church</p> <p>parish</p> <p>community</p> <p>sign of the cross</p> <p>Jew</p> <p>Jewish/Judaism</p> <p>Torah</p> |

| Expected outcomes | |
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|  | <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> |
| UL6.1 | Know that Christian means follower of Jesus Christ. |
| UL6.2 | Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. |
| UL6.3 | Recognise simple connections between Jesus' life and message and how Christians live today. (RVE) |
| UL6.4 | Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. |
| UL6.5 | 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). (RVE) |
|  | <p>Discern</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> |
| D1.6.1 | Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE) |
| 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). |
| D1.6.3 | Asking questions about the stories and experiences of Jewish people. (RVE) |
|  | <p>Respond</p> <p>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. (RVE) |

END OF YEAR ONE OUTCOMES

Age 6 learning outcomes: the learning outcomes below are summative and demonstrate what pupils should have covered in religious education.

Understand

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, *Laudato Si'*, 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' 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.

Discern

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.

Respond

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.