

## Upper Key Stage 2 Learning Outcomes

### Cycle B - Y6

| Ways of Knowing  |   |   |
|--|---|---|
| Understand  | Discern  | Respond  |
| See  | Judge   | Act   |
| What will I see and hear to help me understand?  | How will I discover more?   | What can I do now?  |

Age 11 learning outcomes: the learning outcomes below are summative and demonstrate what pupils should have covered in religious education.

#### **Understand**

1. Show understanding of the literary forms found in the texts 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.
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 of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.

16. Explain the term 'worldviews and its meaning, giving simple examples.

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

## **Discern**

1. 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.

2. Explore how they and others respond to musical or artistic depictions of faith.

3. 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.

## Respond

1. Respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women.
2. 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.
3. 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.

| KEY VOCABULARY                                       |   |   |   |   |   |
|--|---|---|---|---|---|
| Autumn 1   | Autumn 2  | Spring 1                                  | Spring 2  | Summer 1  | Summer 2  |
| <b>Creation &amp; Covenant</b>                       | <b>Prophecy &amp; Promise</b>   | <b>Galilee to Jerusalem</b>               | <b>Desert to Garden</b>   | <b>To the Ends of the Earth</b>   | <b>Dialogue &amp; Encounter</b>                         |
| Creation Fall Eden<br>evolution baptism<br>salvation | Salvation history<br>Fulfilment<br>Old Testament<br>Lucan<br>Matthean<br>Protagonists<br>Mary, Mother of God<br>Magnificat<br>Religious order | Cana<br>Bethesda<br>Lazarus<br>Sacraments | Bethany<br>Anoint<br>Discourse<br>Pilate<br>Crucifixion<br>Holy week<br>Stations of the cross | Adam<br>Mary Magdala<br>Resurrection<br>Martyr<br>Witness<br>Saint<br>charity | Dialogue<br>Worldview<br>Catholic Social Teaching (CST) |