

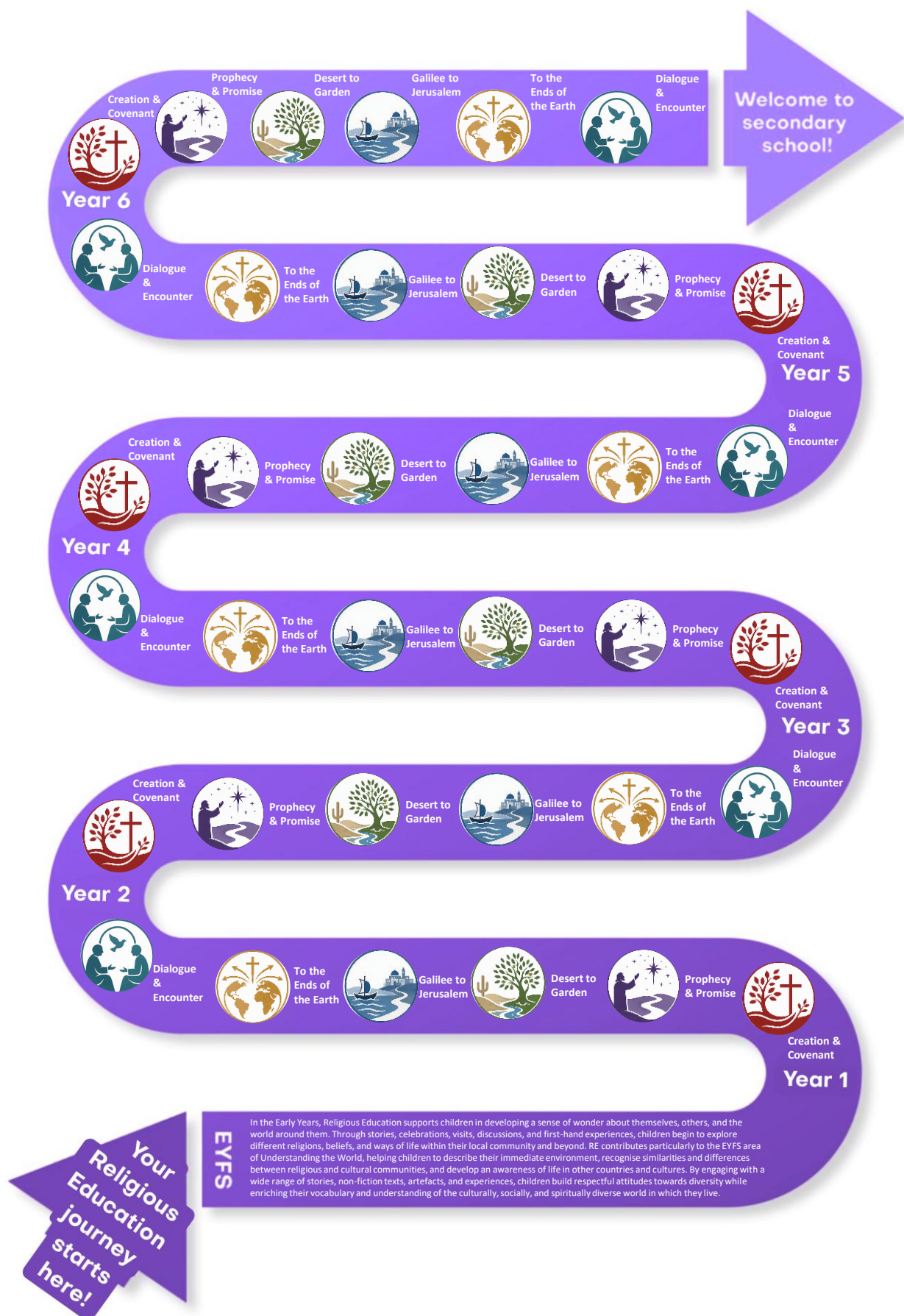


CURRICULUM: RE



CURRICULUM NARRATIVE

Cycle A&B



CURRICULUM NARRATIVE

Lenses



Hear

The first lens is called 'hear' because it focuses on the Word of God which we hear: the Word made flesh, Jesus Christ, a person in whom God is fully revealed, whom we know by faith and who is revealed to us through the Sacred Scriptures and the living tradition of the Church.



Believe

The second lens is called 'believe' because it focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches. In this lens we look at those doctrines that constitute our faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary, and salvation and eternal life.



Celebrate

The third knowledge lens is called 'Celebrate' because it deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation. A study of Christian prayer is included in this lens because in the liturgy, all Christian prayer finds its source and goal.



Live

The fourth knowledge lens is called 'Live' because it focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin; Catholic Social Teaching; and the relationship between faith and life as expressed in art, in culture, and in the lives of those who are exemplars of Christian living: the saints.



Dialogue and Encounter

Dialogue is an exemplification of the Church's teaching on the relationship between Catholicism and other Christian traditions, Catholicism and Judaism, Catholicism and other religions and Catholicism and non-religious or atheistic world views. It focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world.

In addition to understanding what the Church teaches about its relationship to other faiths, religions and worldviews, pupils are also expected to engage in discrete study of other faiths, religions and worldviews, modelled on the co-eccentric circles of Ecclesiam Suam. It is important for the avoidance of a comparative approach, and all the risks of relativism this brings, that the study of other religions is a study of how those who profess that religion or worldview understand it on their own terms.

CURRICULUM NARRATIVE

Ways of Knowing

	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance and implication of texts, beliefs, rites and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned consider the implications for action these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: • Remember and apply the meanings of key texts, beliefs and concepts. • Provide explanations by making links between religious texts, beliefs and practices. • Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: • Think creatively and critically, testing ideas by imagining other possibilities. • Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. • Critically evaluate differences to arrive at wise judgements about what is true, what is good and what is beautiful.	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: • Reflect on the meaning of what they have learned for their own lives. • Dialogue with others to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Nursery	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	God made our beautiful world and everything in it. God made me.	Mary was going to have a baby. His name will be Jesus. (Lk 1:23-31,38) Jesus was born in Bethlehem. (Lk 2:4-7) Shepherds hurried to see Mary and Joseph and baby Jesus. (Lk 2:28-30)	The Wise Men visit Jesus. (Matt 2:1-12) Jesus welcomes the little children. (Mark 10:v16) Jesus blesses the little children. (Story retold)	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great Commandment)	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.	DIALOGUE Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (link to their Feast Day). Invite someone 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	God made me. God loves me. God loves everyone. God made the wonderful world.	Mary had a baby called Jesus.	Jesus was born for everyone.	Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.	The Holy Spirit is our friend. The Holy Spirit looks after us.	
Celebrate	The words and actions of the Sign of the Cross. Give thanks for God's Wonderful World.	Advent Wreath. The tradition of the crib. Nativity celebration.	The Glory Be is a special prayer.	Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden.	The parish church is a special place where we meet our friends. We sing and say prayers.	ENCOUNTER Invite someone into the class from the local area or a school community member to talk about their local (faith) community
Live	Look after me. Look after God's world.	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all	Show love to everyone like Jesus.	Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs.	The parish church. We gather with friends at church, especially on Sunday	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 worm, to enrich understanding.

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Reception	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	The words and actions of the sign of the cross: In the name of the Father, and of the Son, and of the Holy Spirit. Amen. God created the world and said, 'indeed it is very good.' (Genesis 1:31) The whole of creation shows God's love for us. (Laudato Si' 84-88)	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) What? Jesus blesses the little children (Mk 10:13-16) How? Feeding of the 5000 (Jn 6:1-14)	A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). 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 (link to their Feast Day) Ask a local parishioner 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	God is love. God made each one 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. CST God made the Earth and the sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, ground and the water. And God tells us we must take good care of them. It is an important job! Stewardship.	Mary was chosen by God to give birth to his Oson. 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	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.
Live	Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person	Various cultures celebrate Jesus' birthday in different ways. CST 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. The Dignity and Rights of Workers	We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor and a job for the person who takes care of you. So does everyone else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable	Various cultures celebrate Lent and Easter in different ways, e.g. pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent – Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school and a doctor. Some people have what they need but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities	The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from one another but we are still one family – God's family. Solidarity	Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes and specific clothing worm, to enrich understanding.

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year	One					
Hear	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
	The Creation story in Genesis 1:1-4, 24-26 as an ancient , prayerful, poetic reflection on God's world	The Annunciation (Luke 1: 26-38, focusing on 1:26-32,38) The Visitation (Luke 1:39-45) The Birth of Jesus (Luke 2:4-7) The Visit of the Shepherds (Lk 2:8-20)	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)	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) For Lent: Jesus is tempted in the desert for 40 days (Lk 4:1-13)	The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4)	DIALOGUE 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. 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.
Believe	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.	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.	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'.	That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. Jesus died and rose again.	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.	ENCONTHER
Celebrate	Praying is a way to draw people closer to God. That as a community, the Church prays the Creed and the Our Father to pray to God and worship him.	We ask Mary to pray with us and for us and to comfort us in times of need, especially using the Hail Mary Prayer. 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.	The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.	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.	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.	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
Live	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. How a community in another part of the world cares for Creation.	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.	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.	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.	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	God Father Creation Pope Francis Laudato Si' Our Father Creed	Jesus Bible Annunciation angels Visitation Hail Mary Gloria	Presentation Temple mission Son of God light Candlemas	Temptation Last Supper Crucifixion Resurrection Ash Wednesday Palm Sunday Lent Easter Family Fast Day	Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel	Christian Church parish community sign of the cross Jew Jewish/Judaism Torah

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year Two	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' Psalm 139 146 in praise of God's Creation of each of us and his love for us.	The Annunciation of John the Baptist (Lk 1:5-20) The Annunciation of Jesus (Lk 1:26-38) The Visitation (Lk 1:39-50, 53) The birth of John the Baptist (Lk 1:57-58) Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) The Birth of Jesus (Lk 2:1-8) for Advent: Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)	The preaching of John the Baptist (Lk 3:2-6, 10-17) Jesus is baptised (Lk 3:21-22) The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) Cure of a paralytic (Lk 5:17-26) The choice of the twelve (Lk 6:12-16) The calming of the storm (Lk 8:22-25) Parable of the lost sheep (Lk 15:4-7) For the Epiphany: (Matt 2:1-12) The visit of the Magi	Jesus enters Jerusalem (Lk 19:28-38*) The last supper (Lk 22:7-23*, 28-34) The Crucifixion and death of Jesus (Lk 23:33-46*) The angel's message (Lk 24:1-8*) Peter at the tomb (Lk 24:9-12) *Texts studied in Year One	Jesus appears to the apostles and the Ascension (Lk 24:36-53) Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) Conversion of Saul (Acts 9:1-19) Fruits of the Holy Spirit (Gal 5:22-23)	DIALOGUE The parable of the Good Samaritan (Lk 10:25-37) Christians should collaborate in service of humanity. Learning about their local Christian community. Learning about ways Christians where they live come together to support the local community.
Believe	God makes a covenant (promise) with Noah to save all living things. That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. That the Christian Bible is split into two parts, the Old Testament, and the New Testament.	That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God with-us'. Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. That Mary is the mother of God and our mother who is trusted with all our prayers.	John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. Jesus' miracles are signs that show he is the promised one (Messiah). Jesus' parables are simple comparisons that invite people to know more about God. Jesus brings healing in different ways.	That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.	God is love. Love is God's first gift poured into our hearts by the Holy Spirit. The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.	
Celebrate	Psalms are prayers to praise God. Sacraments are living signs of Jesus' love for all people. Baptism is the first sacrament which welcomes people into the Christian family.	Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come. Advent is a time Christian preparation for Jesus' coming. That the Advent wreath is a symbol of the coming of the light. How the Christmas story is celebrated in song: carol services.	How water is used as a symbol of a new start in the Sacrament of Baptism. How Catholics say sorry to God in prayers: Act of Sorrow (Contrition) Asking for forgiveness in the 'Our Father'	Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). Simple words, actions, and symbols of the Easter Vigil, focusing on light and water.	In all prayers, Christians welcome the Holy Spirit and open their hearts to God. Christians pray to the Holy Spirit for help ('Come Holy Spirit').	ENCOUNTER Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). Listen to the religious experiences of others from different communities in the class and the local area.
Live	Ways in which we can show care for God's world (stewardship) as part of our care for each other. How a baby is baptised in the Catholic Church.	About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. Advent preparations in different cultures. The meaning and interpretations of the candles/wreath in different cultural contexts. How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others.	The importance of saying sorry to God and to others. The importance of showing you are sorry, for example, through practical Acts of penance.	The importance of saying sorry to God and to others. That prayer can help people say sorry for their sins. That making bad choices damages relationships and damages them.	That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.	
Key Vocabulary	God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/ New Testament	Advent Advent wreath Annunciation Isaiah John the Baptist Magnificat prophet Zechariah	baptism John the Baptist miracle parable temptation sin sorrow forgiveness Reconciliation	Easter Vigil forgiveness Kyrie Eleison reconciliation sin	Holy Spirit Ascension Pentecost Saul prayer Fruits of the Spirit love joy peace patience kindness generosity faithfulness gentleness self-control	Samaritan Sabbath Shabbat synagogue neighbour respect

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year Three	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. That in the first account of the Creation one day is 'made holy' (Gen 2:3). That the Church teaches that 'Creation is the common work of the Holy Trinity'. The first account of the Creation, Genesis 1:1-2:4. Extracts from either Psalm 8 or 19 in praise of Creation. In an age-appropriate way, LS 66 and 88.	Why Christians go to Mass on Sunday. How Catholics celebrate Mass. For Advent: Messiah would be born of a virgin and would be called Immanuel (Is 7:14). The Annunciation to Joseph (Matt 1:18-25). Revisit Lk 1:26-38.	Miracles, either: Cure of the centurion's servant (Matt 8:5-13) Or Cure of a paralytic (Matt 9:1-8) Parables, either: Parable of the Sower (Matt 13:4-9) Parable of the Sower explained (Matt 13:10-17) Or Parable of the yeast (Matt 13:33) Or Parable of the treasure and of the pearl (Matt 13:44-46) For Epiphany: The visit of the Magi (Matt 2:1-12)	The miracle of the loaves (Matt 14:13-21). The last supper (The institution of the Eucharist) (Matt 26:26-29). Extracts from a Eucharistic Prayer.	Road to Emmaus (Lk 24:13-35) The mission to the world (Matt 28:16-20) The group of apostles (Mary) (Acts 1:12-14) Early Church (Acts 2:42-47) Paul's Letter to the Corinthians (1 Cor 11:23-27)	DIALOGUE Exodus 12:1-8, 15-20, 13:3 Lk 22:14-23 For Christians, the Eucharist is linked with the Jewish celebration of Passover
Believe	God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). That all human beings are made in God's image and all people have dignity and are created equal. A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. The dignity of all human beings is one of the principles of Catholic Social Teaching.	Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). The Liturgy of the Word includes readings from the Old Testament and the New Testament. That Jesus birth was foretold by the prophets. That Joseph listened to the angel and opened his heart to the Holy Spirit.	The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. The kingdom of God begins in all those who open their hearts to God's love. The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning. Jesus' parables to show the choices people must make to accept his invitation to the kingdom.	At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. That at the Last Supper Jesus instituted the Eucharist. People give themselves to Jesus when they receive the Eucharist (Holy Communion).	The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. Mass was celebrated in the early Church.	
Celebrate	Extracts from a psalm of Creation. How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si').	How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).	Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus.	Some prayers and responses Catholics say during Mass. Some prayers and responses Catholics sing during the Eucharistic Prayer. Some ways people celebrate their first Eucharist (First Holy Communion).	That the sign of the cross is the shortest summary of the Christian faith. That some prayers that reference the Trinity and the work of the Holy Spirit. That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations.	ENCOUNTER Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.
Live	Ways in which we can show care for God's world (stewardship) as part of our care for each other. Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.	Some ways that Christians prepare for the coming of Christ during Advent. Representations in art around the world, connecting to the prophecies of Christ's coming.	About the life of a saint who worked to build the kingdom of God.	The ways in which Catholics are called to live Eucharist by following the example of Jesus. Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).	That being a Christian means to share the gospel. That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass. How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus). That the mystery of the Trinity is represented symbolically, e.g., Trinity knot.	
Key Vocabulary	Genesis poetry Creator image and likeness dignity equality	Mass Sunday Advent Joseph angel Liturgy of the Word	Kingdom of God miracle parable Magi Adoration Epiphany	Mass sacrament Eucharist Last Supper communion	Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship	Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year Four	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	The story of Abraham, focusing on the following key texts: The call of Abram (Gen 12:1-5) The Abrahamic covenant (Gen 15:1-6) Abraham and Sarah (Gen 18:1-15) Abraham and Isaac (Gen 22:1-18) (Optional) The story of Joseph, focusing on the following key texts: Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20 The historical, cultural, and religious context out of which Abraham was called. The importance of understanding historical context to appreciate the literal sense of biblical stories.	The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17) The importance of understanding historical context to appreciate the literal sense of biblical stories. What is meant by 'prophecy'.	Peter's mother-in-law and casting out devils (Matt 8:14-17) Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) Or Cure of two blind men and cure of a demoniac (Matt 9:27-34) The Baptist's question (Matt 11:1-15) Jesus walks on the water and, with him, Peter (Matt 14:22-33) Peter's profession of faith (Matt 16:13-26) The importance of understanding historical context and cultural values at the time of the gospels.	The lost son (the prodigal) and the dutiful son (Lk 15:11-32) The Judgement of the Nations (sheep and goats) (Matt 25:31-46) The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)* *Pupils should have an overview of the events of Holy Week.	The empty tomb (Jn 20:1-10) The appearance on the shore of Tiberius (Jn 21:1-19)	DIALOGUE The road to Damascus (Acts 9:3-9, 17-19) The first letter to the Corinthians (1 Cor 13:1-7,13) Additional texts about the mission of St Paul, for example: Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) Galatians 1:11-24 2 Cor 11:22-23 Galatians 3:27-28 There are different traditions in the Liturgy of the Church* Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. Ways in which Christians work together for the common good.
Believe	God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. Abraham is a model of how to pray.	For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. John the Baptist is sent to prepare the way for Jesus. In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe.	Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. Jesus is fully God and fully human. We call this belief the incarnation. Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.	God loves everyone. He can and wants to forgive people's sins. When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. Celebrate	The Pope is the successor to Peter. The Church is the People of God. The Church is apostolic. The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. Mary is the Mother of the Church and Queen of Heaven.	
Celebrate	Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)	The Feast of Christ the King. The Jesse tree. 'He will come again in glory' from the Nicene Creed	Why Catholics pray the Creed at Mass. How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick.	The works of mercy show Christians how to treat other people. That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection.	That the Apostles' Creed summarises Christian beliefs. That May is the special month of Mary. Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria	ENCOUNTER Know some facts about the five pillars of Islam. Understand some ways Muslims in Britain today live out their beliefs.
Live	The virtues of faith, hope, and love. The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike.	How Christians prepare for the coming of Christ during Advent. How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. How some artists have depicted Jesus Christ as King	How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth).	The corporal and spiritual acts of mercy. How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).	Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. Some ways in which the Church today (locally or globally) continues the work of Jesus.	
Key Vocabulary	covenant Abraham Sarah Isaac Joseph forgiveness virtue faith hope love	Advent prophet Elijah John the Baptist Jesse tree Christ the King	Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised	Lent Holy Week parable sin forgiveness mercy	Church Pope apostles apostolic Creed people of God communion of saints Mary, Mother of the Church and Queen of Heaven	Damascus Liturgy rite Christian Islam Five Pillars of Islam Shahada, Salah, Sawm, Zakat, and Hajj Common good

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year Five	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	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) Jesus' summary of the law (Matt 22:36-40)	Scripture passages that speak of David's life and importance: 1 Samuel 16:1-13: anointing of David (a great king) 1 Samuel 17:1-11, 32-54: David and Goliath 2 Samuel 5:1-5: David becomes king 2 Samuel 7: 8-15 God's covenant with David 1 Kings 2:1-4, 10-12: David's death Psalm 21:1-7, Psalm 23 Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).	The Beatitudes from the Sermon on the Mount (Matt 5:1-12) Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) The Transfiguration (Matt 17:1-13) Our Father prayer (Matt 6:7-13)	A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 Temptation in the Wilderness (Matt 4:1-11) The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57)	Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) Pentecost (Acts 2:1-8, 14-18) The gifts of the Spirit Paul (1 Cor 12:4-11) Baptism in the Spirit (Acts 8:14-16)	DIALOGUE The many different writers of the Bible were inspired by the Holy Spirit. What Christians call the Old Testament originates in Hebrew scriptures. The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. God's covenant with Abraham is the foundation
Believe	A covenant is a binding agreement between God and human beings, which makes them his people. God made several covenants throughout history – with Noah, Abraham, Moses, and David. God gives the Ten Commandments to help human beings live good and happy lives. That Jesus teaches that the most important commandments are to love God and to love other people. Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321)	There were great kings anointed and chosen in the Old Testament. God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. David became a great king and united his people who loved him (see Psalm 21:1-7). For Christians, Jesus fulfils the promises made to David. Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer.	The Beatitudes show the loving face of Christ. The Beatitudes describe how faithful Christians should aim to live their lives. Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. At the Transfiguration Jesus revealed his divine glory.	Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted. A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience. The Last Things are death, judgement, heaven, purgatory, and hell. Prayer is turning the heart towards God.	'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. Mary is an example of discipleship. The Holy Spirit appears under different names and signs through Scripture.	
Celebrate	That sin is the deliberate spoiling of our friendship with God and each other. We can develop habits that will help us accomplish what is good. These habits are called virtues. Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love.	Some words of Psalm 23 to speak or sing. The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple.	A petition is a form of prayer. The Our Father is the perfect prayer given to us by Jesus. The theological virtues help Christians follow Jesus' great commandment.	What the ashes on Ash Wednesday symbolise. A simple examen and/or act of contrition. The Sorrowful Mysteries of the Rosary	The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection. 'Come Holy Spirit, fill the hearts of your faithful' prayer.	ENCOUNTER That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/). That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case.
Live	Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)).	Psalms are an ancient way of prayer that are still prayed every day. How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.).	That the virtues of faith, hope and love help Christians to live out the Beatitudes. Examples of some artists who have imagined the Transfiguration.	Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands.	Some examples of artistic symbolic representation of the Holy Spirit. An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.	
Key Vocabulary	covenant Moses Exodus Sinai Commandments virtues grace	Samuel David anointing antiphon psalm Advent	Beatitude sermon petition Transfiguration Our Father virtue	Ash Wednesday Lent sin deadly sin fasting prayer conscience death judgement heaven hell	confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace	Old Testament New Testament Bible Tanakh Shema Mezuzah

CURRICULUM NARRATIVE

	Autumn		Spring		Summer	
Year Six	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Hear	The second account of Creation (Genesis 2:5-10, 15 23, 3:1-7,9-13, 17-19) Jn 1:1-5, 16-18 The Nicene Creed Laudato Si' 66-67 The literary forms employed in the Genesis account. The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159).	Old Testament passages that show the importance of women in salvation history, e.g.: Genesis 18:1-15; 21:1 7: Sarah Exodus 1:8-22; 2:1-10: Miriam Judges 4:4-11; 5:7-15: Deborah 1 Samuel 1:5, 9-11, 26-28: Hannah Esther 2:4, 15-17; 3:1 6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3 12 (Purim); Esther Lk 1: 26-56: Mary as the fulfilment of Old Testament promises The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation.	The Wedding at Cana (Jn 2:1-12) Healing the official's son (Jn 4:46-54) Healing the man at Bethesda (Jn 5:1-47) Feeding the 5000 (Jn 6:1-4) Walking on water (Jn 6:15-21) Healing the Blind Man (Jn 9:1-41) Raising of Lazarus (Jn 11:1-57) 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25)	The anointing at Bethany (Jn 12:1-11) Jesus washes his disciples' feet (Jn 13:1-17) First farewell discourse (Jn 13:33-38) The arrest of Jesus (Jn 18:1-11) Jesus before Pilate (Jn 18:28-40, 19:4-6) The Crucifixion (Jn 19:17-22) Jesus and his mother (Jn 19:25-27) The death of Jesus (Jn 19:28-37)	The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) Appearances to the disciples (Jn 20:19-31) Conclusion (Jn 20: 30-31) Christians believe in the Resurrection (1 Cor 15:14) Jesus as the last Adam (1 Cor 15:45-49) The story of Stephen (Acts 6:8-15, 7:51-60)	DIALOGUE That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). That Christians are responsible for promoting the common good. Some practical ways in which people can work together towards common goals. The term 'worldview' and its meaning.
Believe	The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (CfK 22) In Jesus, God restored humanity's relationship with him. Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.	The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, General Audience, 27 March 1996). Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan.	God inspired the authors of Sacred Scripture. Scripture is understood literally and spiritually. Mary prays and asks Jesus for help at Cana. The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist.	At the Last Supper Jesus showed his love by washing his disciples' feet. Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. (See Article 4 Apostles' Creed.) Mary is the mother of all Christians.	Christians believe Jesus rose from the dead. (See Article 5, the Apostles' Creed.) The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive. The Resurrection is the work of the Holy Trinity. All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation. Some Christians die for their faith, this is called martyrdom.	
Celebrate	The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ. The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith.	The Magnificat is the song of the Mother of God and the song of the Church. The Church prays the Magnificat each day at Vespers (evening prayer). Some sung settings of the Magnificat.	The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through they Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105). Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied.	That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles. The Stations of the Cross are a prayerful reflection on Christ's journey to the cross.	How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people. Some age-appropriate examples of the Act of Faith, Hope and Love prayers.	ENCOUNTER Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism).
Live	Many scientists are Christians and they do not see any conflict between their faith and science. The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaître). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69).	Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little Sisters of the Poor).	How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. How their local parish community (Parish priest and laity) hand on the teaching of Jesus.	The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes. Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach.	Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps). The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Missio.	
Key Vocabulary	Creation Fall Eden evolution baptism salvation	Salvation history fulfilment Old Testament Lucan Matthean protagonists Mary, Mother of God Magnificat religious order	Cana Bethesda Lazarus sacraments	Bethany anoint discourse Pilate Crucifixion Holy Week Stations of the Cross	Adam Mary Magdala Resurrection martyr witness saint charity	dialogue worldview Catholic Social Teaching

CURRICULUM NARRATIVE

Read like a Theologian

Theologians work with sources that form the backbone of religious belief:

- Scripture (the Bible, Qur'an, Torah, etc.)
- Creeds and doctrinal statements
- Historical writings from early church fathers, medieval scholars, reformers and modern thinkers

These texts aren't simple; they're layered with history, metaphor, cultural context and linguistic nuance.

Reading allows theologians to:

- Trace how ideas developed
- Understand what a text meant then and what it might mean now
- Explore tensions, contradictions and deeper meanings

Read, write and communicate like a Theologian

Theologians read slowly, critically and with context. They treat the texts they read as sources that require careful interpretation.

Theologians analyse the language and symbolism and pay attention to the context of when and where it was written. They also consider who wrote the text and who the intended audience was and is.

Reading is never passive; it is an active search for meaning, coherence and truth by delving deeper.

They write to clarify ideas, debate with other people and to contribute to current theological conversations. This can be pastoral, reflective or scholarly.

Theologians communicate to ensure the meaning of texts is accessible to various audiences. They teach others by explaining ideas and translating theology into moral action and everyday life. They are also great listeners who recognise that theology is shaped by human experience.

Reading gives theologians depth. Writing gives them clarity. Communication gives them purpose.

Threshold Concepts (Lenses)



Hear

The first lens is called 'hear' because it focuses on the Word of God which we hear: the Word made flesh.



Believe

The second lens is called 'believe' because it focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches.



Celebrate

The third knowledge lens is called 'Celebrate' because it deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation.



Live

The fourth knowledge lens is called 'Live' because it focuses on the impact of faith on how Christians live.



Dialogue and Encounter

Dialogue is an exemplification of the Church's teaching on the relationship between Catholicism and other world views.

At the heart of the curriculum is the belief that every child is a theologian – capable of wondering about God, asking deep questions and recognising their place in God's story. Religious Education is a doorway to understanding ourselves, others and the world through the lens of faith. It nurtures curiosity, compassion and a sense of belonging, helping children grow as thoughtful, reflective and spiritually aware learners. Through Scripture, prayer, worship and exploration of Catholic teaching, pupils develop a sense of joy and purpose as they encounter the richness of the Christian tradition.

The Journey Begins...

Religious Education is more than a subject – it is an invitation to explore big questions, encounter stories of faith and recognise the goodness, beauty and love present in the world. From the moment a child begins their RE journey, they are encouraged to wonder, notice and reflect. Early experiences of prayer, Bible stories and simple acts of kindness help children understand that they are valued, cared for and part of a community that celebrates love and respect. Whether listening to a story about Jesus, joining in a gentle moment of stillness or expressing gratitude for the world around them, children are free to explore ideas about God in a way that feels natural and meaningful to them.

In the EYFS, RE is experienced through play, storytelling, celebration and relationships. Children learn through the way adults model compassion, through shared moments of awe and through opportunities to express their thoughts and feelings. They encounter faith through role play, art, music, nature and collective worship, building early habits of curiosity, empathy and reflection. The journey begins with openness and wonder and grows into a lifelong understanding that faith can shape how we live, care and connect with one another.

CURRICULUM NARRATIVE

Curriculum Intent

At the heart of our Religious Education curriculum is the desire to offer every child the opportunity to explore faith, encounter the person of Jesus and reflect on what it means to live a life shaped by love, hope and compassion. Rooted in the teachings of Jesus, our Trust Virtues, Gospel Values and guided by the Magisterium of the Catholic Church, our intent is to inspire pupils to engage thoughtfully with these values and consider how they can shape their daily lives.

We aim to nurture spiritual, moral, cultural and theological understanding, forming individuals who are reflective, compassionate and committed to the common good. RE is not simply a subject; it is central to the mission and identity of our school and supports the wider life of our community. Our hope is that children develop a well-formed conscience, enabling them to make wise choices, reflect on their experiences and grow in understanding of themselves and others.

We deliver our RE curriculum using The Way, developed in the Diocese of Hexham and Newcastle, which enables pupils to:

- encounter Christ through scripture, sacrament and prayer in an invitational and age-appropriate way
- explore the richness and depth of Catholic beliefs and practices
- reflect on their own thoughts, questions and experiences of faith
- engage with questions of meaning, purpose and truth in light of Catholic teaching
- develop respect and understanding for people of other faiths and worldviews

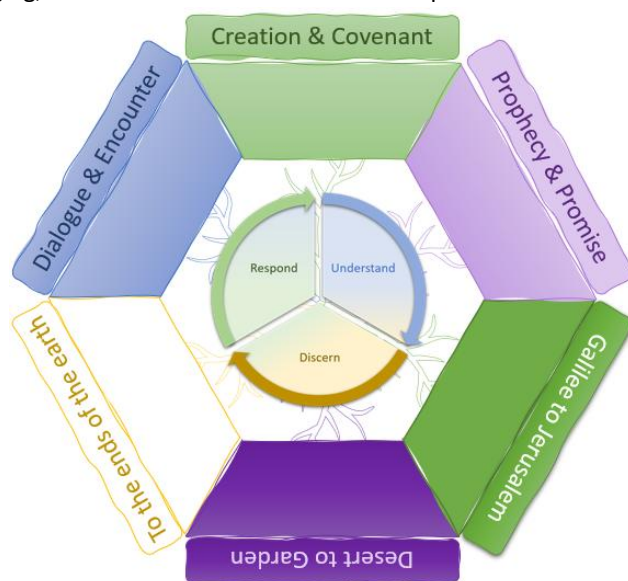
Curriculum Implementation

We follow the guidance of the Bishops' Conference of England and Wales, ensuring that 10% of curriculum time is devoted to RE over 3 lessons a week. Our curriculum provides a progressive exploration of scripture, doctrine, liturgy and Catholic Social Teaching from EYFS to Key Stage 2, allowing pupils to build understanding gradually and meaningfully.

Key features of our implementation include:

- Quality first teaching delivered by staff who receive regular training and opportunities for spiritual development
- Scripture, doctrine and Church teaching presented in ways that are engaging, accessible and rooted in real-life experience
- A rich variety of learning experiences, including discussion, reflection, writing, drama, art and music
- Liturgical celebrations, collective worship and prayer, woven naturally throughout the school day
- Opportunities to live out Catholic Social Teaching through charity, service and global awareness
- Respectful engagement with other religions and worldviews, encouraging dialogue, curiosity and understanding

Children learn through the knowledge lenses: Hear, Believe, Celebrate, Live, Dialogue and Encounter, which guide them through the six branches of The Way and support a holistic understanding of faith.



Curriculum Impact

Through our RE curriculum, we see pupils who are spiritually curious, morally grounded and increasingly able to reflect on the values that shape their lives. Pupils demonstrate growing knowledge of the Catholic faith, confidence in expressing their ideas and a genuine respect for others.

They become thoughtful, reflective learners who can engage with big questions about life, faith and the world, showing empathy, compassion and a strong sense of justice.

The impact of RE is evident in:

- secure outcomes in assessments and end of key stage expectations
- thoughtful contributions to class discussions, prayer and worship
- active involvement in charitable work and community action
- positive relationships and a strong sense of belonging within the school and wider Church community
- readiness for life in a diverse and changing world, rooted in Gospel values

Fundamental British Values are woven throughout RE, helping children recognise how faith can celebrate diversity and promote respect. Pupils develop a sound understanding of our Trust Virtues (Compassion and Justice, Honesty and Self Belief, Respect and Responsibility, Confidence and Resilience) and can make meaningful links between these virtues and their own lives.

Ultimately, we aim for all pupils to leave our school with a faith that is explored, understood and valued, and with the confidence to make a positive difference in the world as witnesses to Christ's love through their words, choices and actions.

SEND

Our RE Curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Examples: Chunking the task will support pupils with SEND. This may be through provision of checklists, instructions on a whiteboard or providing one question at a time which helps reduce distractions to avoid overloading working memory. Prompt sheets help pupils to evaluate their progress with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning for example, to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact or understand a concept. Pre-teaching key vocabulary is a useful technique.

Use of Technology

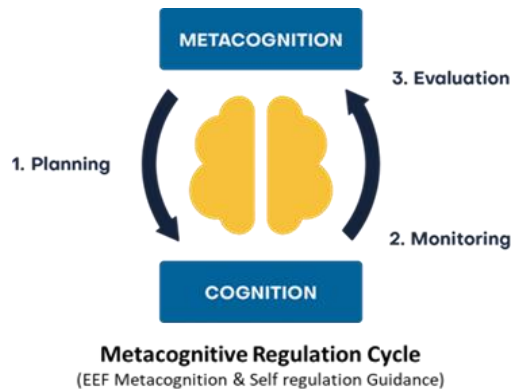
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents, can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualiser to model worked examples. Technology applications, such as online quizzes, can prove effective. Speech-generating apps to enable note-taking and extended writing can be helpful.

ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment provides **Assessment for Learning**, is a continuous process and an integral part of teaching and learning. Informal observations, dialogue/effective use of questioning, consolidation activities, low-stakes quizzing, routine marking and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed **Assessment as Learning**. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment provides **Assessment of Learning** and is a judgement of attainment at key points throughout the year using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupils' prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.

Incorporates a wide range of assessment techniques to be used in different contexts/purposes.

Is accompanied by **clear assessment criteria** that enable effective marking and feedback, give a reliable progress evaluation and demonstrate clearly what a pupil must do to improve.

Provides feedback recognising achievement and increasing pupil confidence/motivation.

Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.

Allows regular subject-specific extended writing and access to high-quality texts/reading.

Should be moderated and standardised to ensure **purposeful, meaningful and timely feedback**.

Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Allows leaders and staff to make timely adaptations to the curriculum.

