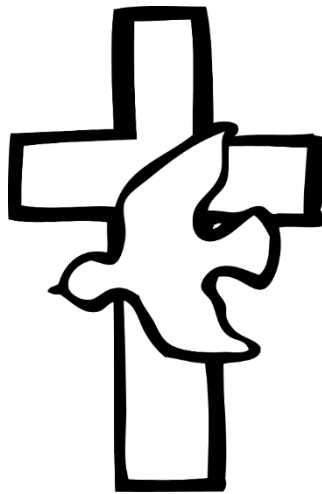


Vocation & Commitment



In this topic we will have the opportunity to:

- to **make links** to show how feelings and beliefs affect behaviour in relation to commitment.
- use a **developing religious vocabulary** to give reasons for the signs and symbols used in the Sacrament of Holy Orders.
- to give **reasons** why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life.
- to **compare** their own and other people's ideas concerning the questions raised about what it means to be committed and why some people are very committed to service of others and to realise that these questions are often difficult to answer.
- to **show understanding** of how their own and others' commitment to service and care of others are influenced by beliefs and values.
- to use religious terms to **show understanding** of prayers of consecration and vows made at ordination and profession.

- to **show understanding** of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.
- to **engage** with and respond to questions of life in the light of religious teaching.

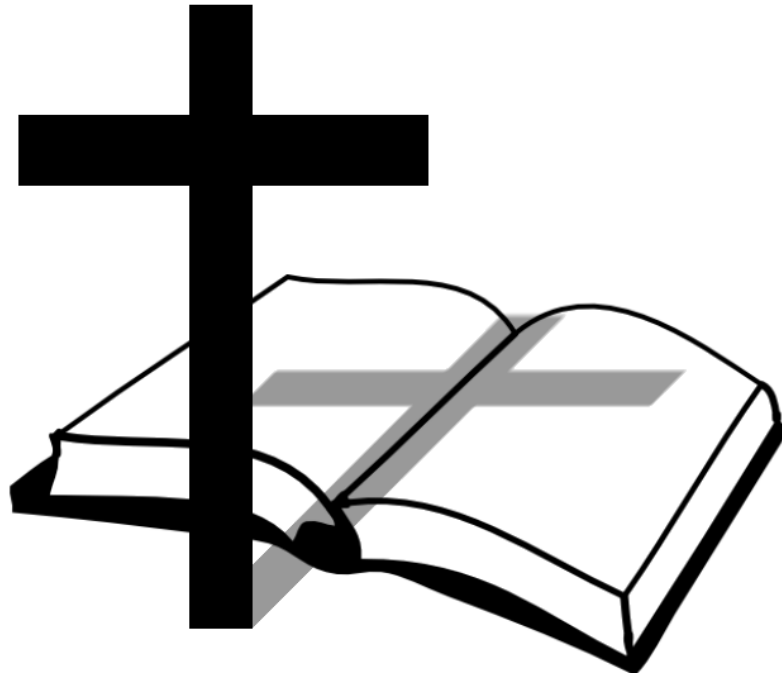
Advent



In this topic we will have the opportunity to learn:

- to **make links** to show how feelings and beliefs about expectations affect their behaviour and that of others.
- to **compare** their own and other peoples' ideas about questions about expectation that are difficult to answer.
- to **give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas.
- to **make links** between scripture of religious belief in Advent as a time of joyful expectation.
- to **engage with and respond** to questions about expectation in the light of religious teaching.
- to **show how** their own and others' decisions concerning expectations are informed by beliefs and values.
- to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas, making links between them. to **show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives.

Sources



In this topic we will have the opportunity to learn:

- to **compare** their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer.
- to **make links** between scripture and Christian beliefs.
- to **give reasons** for when and how Christians use the Bible.
- to **describe** and **show an understanding** of the Bible, the beliefs, ideas, feelings and experiences of the Christian and **make links** between them.
- to **show understanding** of how the Bible shapes the lives of Christians.
- to **engage** with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching.
- to **show how** their own and others' decisions are informed by beliefs and values which may be influenced by what they have read

Death & new life



In this topic we will have the opportunity to learn:

- to **make links** to show how feelings and beliefs about loss and death affect their behaviour and that of others.
- to **compare** their own and other people's ideas about questions concerning loss and death, which are difficult to answer.
- to **make links** between scripture and belief in the Resurrection of Jesus.
- to use a **developing vocabulary** to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.
- to give **reasons** for certain actions by believers during Lent.
- to **show how** their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.
- to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences, connected with Lent, Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night, and making links between them.
- to **use religious terms** to show an understanding of the different liturgies of Ash Wednesday Lent, Friday of the Passion of the Lord, and The Easter Vigil in the Holy Night.
- to show **understanding** of how religious belief in death and new life shapes life.
- to **engage with and respond** to questions about death and new life, in the light of religious teaching.
- **explain** what beliefs and values inspire and influence them and others about loss and death.
- to **identify** sources of religious belief and explain how distinctive religious belief concerning death and resurrection arise.
- to **describe and explain** the meaning and purpose of a variety of forms of worship - Ash Wednesday, Lent, Friday of the Passion of the Lord, and The Easter Vigil in the Holy Night.
- to **demonstrate** how religious belief and teaching about death and new life give some explanation of the purpose and meaning of human life.

Witness



In this topic we will have the opportunity to learn:

- to **make links** to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.
- to **compare** their own and other people's ideas about questions that are difficult to answer about having the courage to witness.
- to **make links** between Scripture and belief in the power of the Holy Spirit and give **reasons** for the witness to Jesus Christ by believers.
- to **show how** their own and others' decisions about witnessing are informed by beliefs and values.
- to **show how** understanding of belief in the power of the Holy Spirit shapes lives.
- to **describe and show understanding** of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ, and make links between them.
- to **engage** with and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ.
- to **explain** what beliefs and values inspire and influence them and others in connection with the courage to witness.
- to **identify sources** of religious belief in the power of the Holy Spirit and explain how distinctive religious beliefs arise.

- to **identify** similarities and differences between people's responses to witnessing to the Gospel through the gift of the Holy Spirit.
- to **demonstrate** how religious beliefs and teaching about Jesus Christ and the power of the Holy Spirit give some explanation of the meaning and purpose of life.

Hinduism



In this topic we will have the opportunity to learn:

- to recognise that rules are necessary in life.
- to describe Hindu beliefs about karma.
- to describe Hindu beliefs about dharma.
- to understand how and why Hindus care for creation.