Religious Education

At St. Ursula's Catholic Primary School

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01

Subject Vision

Our vision for Religious Education at St. Ursula's

Subject Vision

As a vibrant Catholic school, we know the importance of the relationship between Parish, Family and School in teaching your child. Our values are: to have faith and let God be our guide; to respect our school and planet; to show kindness to everyone through our actions; to be loyal, honest and understanding of others; to keep trying our best, Never give up!
All of which are integral to the children's everyday experience and help them to live our mission statement:

With God at the heart of our St Ursula's Family we welcome all as we learn and grow together

As a Catholic school we are driven by the Gospel values. These allow the children to deepen their spiritual, moral, social and cultural understanding and also to develop a greater awareness of the spirituality of others, creating tolerance and harmony, vital to their understanding of the world around them. In in order to further this understanding of the world around them, we hope to immerse the children in real world experiences, such as visiting different places of worship and organising school charity events, which help the local community.

02

Recent Updates

Key Curriculum Updates

Primary schools in England and Wales are rolling out the new Religious Education Directory (RED), titled "To Know You More Clearly", with full implementation mandated across all year groups by the end of the 2025–2026 academic year.

Key Curriculum Updates

- **Spiral Structure:** Rather than repeating isolated units, pupils follow consistent overarching themes across their entire school journey. The content deepens and becomes more complex annually.
- **Knowledge Lenses:** The curriculum is organized around six foundational concepts to build a deeper theological understanding: Roots, Beliefs, Church, Celebration, Live (Catholic Social Teaching), and Dialogue/Encounter (learning about other world religions and worldviews).
- **Wider Faith Exploration:** The directory places a renewed emphasis on living in a multicultural society, dedicating structured time to the discrete study of other world religions (such as Judaism, Islam, Hinduism, and Sikhism).

Prayer and Liturgy Updates

The Catholic Bishops' Conference mandated a new national framework, "To love You more dearly", for all Catholic schools. This updated Prayer and Liturgy Directory emphasizes the distinction between personal prayer and formal liturgy, encourages greater pupil leadership in worship, and mandates structured progression in prayer forms across primary years.

Key Curriculum Updates

- **The Mandatory Directory:** "To love You more dearly" is the core guiding document for all Catholic schools and academies in England and Wales. It requires a daily act of collective worship that follows Catholic liturgical norms, distinct from standard RE curriculum time.
- **Age-Appropriate Progression:** Schools now follow a directed "Prayer Phase" that ensures pupils develop their spiritual lives progressively from Early Years and Key Stage 1 through to Key Stage 2. This moves children from basic formal prayers (like the Our Father) towards silent reflection, meditative practices, and liturgical responses.
- **Pupil-Led Liturgy:** A major emphasis is placed on "active, meaningful, and fruitful participation". Primary schools are increasingly empowering pupils to plan, resource, and lead their own liturgies with the support of staff and Chaplaincy teams.

03

Curriculum Overview & Year Group Expectations

Autumn 1		Autumn 2
Branch 1 – Creation and Covenant 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament. **Nursery** - God made our beautiful world and everything in it. God made me. **Reception** - God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made all the air, the ground, and the water. And God tells us we must take good care of them. **Year 1** – The creation story is an ancient, prayerful, poetic reflection on God's world. That we have been called to look after all that God has created. **Year 2** – the significance of Noah's ark and the covenant made by God. That the Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. **Year 3** - Pupils will revisit the first story of Creation from the book of Genesis. As they look again at the text, pupils will consider what it teaches us about the relationship between God, human beings, and the world. **Year 4** - Pupils will think about why the authors of the Bible gathered these stories together, who for, and what was happening at the time focusing on the story of Abraham and the virtues he possessed. **Year 5** - Pupils will study God's theophany, or 'God manifestation', where God reveals his name to Moses and Moses encounters God in the form of a burning bush. As well as God's covenant with Moses and the deliverance of the 10 commandments. **Year 6 -** Pupils will look at the second account of Creation, understanding what is meant by the 'Fall' and be able to make connections with Jesus as the new Adam in St John's gospel. **CST focus** - Stewardship	Half Term	**Branch 2 - Prophecy and Promise** "In many and various ways, God spoke to our ancestors by the prophets" (Heb 1:1) The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation. **Nursery** – Mary was going to have a baby, his name will be Jesus. **Reception** - Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him. **Year 1** – Because God loves us, he gave us his only Son, Jesus. Mary said 'Yes' to God's call. We can pray to Mary for support and comfort and honour her in our lives. **Year 2** – That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. Advent is the season when Christians prepare for the coming of Jesus. **Year 3** - Pupils will learn about the importance of the Mass and why Sunday is a holy day. They will also explore how Joseph opened his heart to the Holy spirit and can be a role model for us during Advent. **Year 4** - For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. Pupils will focus on the role of the prophets in the old testament with a particular focus of the life of Elijah. **Year 5** - God chooses in unexpected ways and especially values those the world overlooks. Pupils will focus on the qualities that God looks for in a leader with a particular focus on the life of David. **Year 6** - Pupils will look at the role of women in the Old Testament and see Mary's place in salvation history as she is presented in the gospel of St John. **CST focus** – Preferential option for the Poor

Spring 1

Branch 3 - Galilee to Jerusalem

'God's only Son, who is at the Father's side, has made him known' (John 1:18).

In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

Nursery - Through the lenses of Hear, Believe, Celebrate and Live pupils will explore aspects of the mission of Jesus recognising that Jesus was born for everyone.

Reception - 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.

Year 1 - Pupils will develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God.

Year 2 - In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles.

Year 3 - Pupils will encounter the Gospel of St Matthew. Matthew's Gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus.

Year 4 - In this branch, pupils will consider Jesus' question to Peter, 'Who do you say I am?' They will also reflect on Jesus as the servant Messiah and how he announces the Kingdom of Heaven to those at the edge of society.

Year 5 - Pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law. Pupils will also look at how Jesus shows the love of neighbour in action through one of his parables and the Our Father as the perfect prayer and summary of the whole gospel (CCC 2774).

Year 6 – Throughout this year pupils will be studying the gospel of John. In this gospel, St John presents Jesus as the Messiah who reveals his kingdom through seven signs. In the Bible, the number seven indicates perfection. St John emphasises Jesus' divinity through his seven 'I am' statements that are reminders of the revelation of God as 'I am' to Moses in the burning bush (Ex 3:14).In this branch, pupils will explore the seven signs of John's gospel and one of Jesus' 'I am' statements.

CST – Solidarity and Promoting Peace

Half Term

Spring 2

Branch 4 - Desert to garden

Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).

In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

Nursery - Listen to and talk about the season of Lent and Easter recognising simple religious symbols in Lent and Easter

Reception - Pupils will recognise that Lent is a time to care for others through understanding a simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events).

Year 1 - **Pupils** will learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection concluding with the women meeting the angel by the empty tomb.

Year 2 - Pupils will explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection. They will develop an early understanding of the Sacrament of Reconciliation.

Year 3 – Pupils will focus on the second part of the Mass, the Liturgy of the Eucharist. Recognising that 'The Holy Mass is a miracle: we can be present at Jesus' death and Resurrection.

Year 4 - Pupils will explore Lent's themes of forgiveness and reconciliation and the idea that devotion to God leads a person to do good works. They will also look at Holy Week in St Matthew's gospel and see that St Matthew shows Jesus as the servant-Messiah.

Year 5 - Pupils will explore the meaning of these words spoken at Ash Wednesday by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation. God's plan is for everyone to go to heaven. However, the Church teaches that, as people, we become tempted to make choices that turn us away from God's plan.

Year 6 - As the Church moves through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life. St John's gospel looks to bring out the significance of all that Jesus did in light of his resurrection, though this is not understood by those present at the time.

CST – Community and Participation

Summer 1

Branch 5 - To the ends of the Earth

'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Nursery – To understand that Jesus went back to his father and sent a special friend, the Holy Spirit, to look after us.

Reception – Pupils will begin to explore an early understanding of the ascension recognising the role of the Holy Spirit as our friend in helping us share the Good news within our community.

Year 1 - Pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost. They will complete an age-appropriate narrative cycle of the life, death, and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church.

Year 2 - Pupils revisit the accounts of Ascension and Pentecost, the focus of learning is on how people are changed by the Holy Spirit. Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives (CCC 1830-1832).

Year 3 - Look at how Mass today mirrors Mass celebrated by the first disciples. The first historical account of Mass is in St Paul's letter to the Corinthians written within a few years of Jesus' resurrection and shows that the Mass celebrated by the Catholic Church today follows the pattern set down by the first disciples.

Year 4 - pupils will complete the narrative of St Peter as they look at the Resurrection from St John's gospel and make links with St Matthew's account of Peter's declaration of faith and subsequent betrayal. Through the story of St Peter, they will look at the role of the Pope as St Peter's successor and begin to understand the structure of the Church and why it is called 'apostolic'.

Year 5 - Pupils will study the Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts. Developing an understanding that In the Sacrament people are strengthened in faith through the power of the Holy Spirit, the gifts of the Spirit are increased.

Year 6 - Pupils will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored. As St Paul describes, the first man, Adam, has a living soul, but Jesus, the last Adam has 'become a life-giving spirit' (1 Cor 15:45). Though this is complex theology, St John makes parallels that will be accessible to pupils so that the narrative sequence of salvation history begins to connect.

CST – Dignity of Workers

Half Term

Spring 2

Branch 6 - Dialogue and Encounter

In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions.

Nursery - Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).

Reception – Friends of Jesus: meet people from the local parish and explored a range of pictures of Jesus from different European traditions.

Year 1 – The cross is a symbol of Christianity. All about our Parish community. 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

Year 2 - Christians should collaborate in service of humanity though the parable of the Good Samaritan. Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. Recognise that most Jewish religious words are in Hebrew.

Year 3 - For Christians, the Eucharist is linked with the Jewish celebration of Passover. Pupils will look at the Jewish Passover and understand that the festival of Passover celebrates the liberation of the Hebrew people from slavery in Egypt. Before going on to explore links and simple connections between some Islamic religious laws, beliefs, worship, and life.

Year 4 - Pupils will explore a little more about the life and work of St Paul, one of the most significant figures in the New Testament and the different traditions in the Liturgy of the Church. Before going on to learn about the five pillars of Islam recognising some ways Muslims in Britain today live out their beliefs.

Year 5 - Pupils will explore how Christians view the Bible and the importance of the Church in helping people encounter the meaning of the text beyond what is written. Looking at the links between the Old testament and the Torah. Before going on to explore that the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and it's Creator.

Year 6 - Pupils will recognise that Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. They will share their experiences of neighbourliness, collaboration, and sharing spiritual riches as they prepare for transition to Year 7. Before going on to Recognise links and simple connections between some Dharmic beliefs, practices, and way of life

CST – Human Dignity

Year Group Expectations - EYFS

Religious education within communication and language	Religious education within personal, social, and emotional development
• Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. • Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. • Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.	**Self-regulation** • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Begin to share thoughts about what is fair, unfair, caring, and sharing. • Begin to understand how to show love for others in appropriate ways. **Managing self** • Aware of the need for rules, know right from wrong and try to behave accordingly. • Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships. • Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God. **Building relationships** • Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

Year Group Expectations - EYFS

Religious Education within physical development Religious Education in the pursuit of happy, healthy, and active lives	Religious education within literacy
• Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about. • Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts. • Express themselves when responding to songs and hymns they have listened to and learned.	**Comprehension** • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate – where appropriate – key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play. **Word reading** • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture. **Writing** • Recognise and begin to spell key religious words. • Write simple phrases and sentences about Bible and religious stories or simple prayers.

Year Group Expectations - EYFS

Religious education within understanding the world	Religious education within expressive arts and design
Past and present • Talk about the lives and roles of the parish priest and people in their local parish. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. • Begin to understand the past through settings, people, and events encountered in Bible and religious stories. • Recognise key people in the history of the people of God. **People, culture, and communities** • Talk about their immediate environment around them, noticing God's wonderful world. • Build an understanding that they are part of a parish, school, local, and global community. • Know that they are a child of God. God made them and loves them. • Recognise experiences of baptism and being welcomed into the Church and parish family. • Talk about what they know about religious beliefs and listen to the beliefs of others. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols. **The natural world** • Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world. • Talk about the gifts given to people by God that help us to make, build, and work. • Know some similarities and differences between people and places around the world. • Know that they are responsible for looking after their world and experience ways in which they can make a change.	**Creating with materials** • Share their creations and talk about what this represents from their learning. • Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. **Being imaginative and expressive** • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. • Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.

Year Group Expectations – Year 1

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.

Year Group Expectations – Year 2

Understand

1. Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.
2. Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.
3. Recall the term 'stewardship', describing what it means when caring for God's world.
4. Remember religious words and phrases to talk about the Sacrament of Baptism as a sign of Jesus' love for all people and a welcome into the Christian family.
5. Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.
6. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.
7. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
8. Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent.
9. Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people.
10. Be introduced to some of the miracles of Jesus' ministry from the Gospel of St Luke and recall why they are signs that he is the Son of God.
11. Be introduced to some of the parables of Jesus' ministry from the Gospel of St Luke and recognise that they are a different literary form, recalling how Jesus uses them to teach about God.
12. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and others is important, making simple connections with the words and actions of Jesus in the Gospel of St Luke.
13. Correctly remember religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.
14. Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies.
15. Be introduced to Christian beliefs about how openness to the Holy Spirit changes peoples' lives. Give examples from Scripture and the lives of saints.

Discern

By age 7, pupils will begin to develop critical and creative skills in religious education, by expressing personal views and responses to what they have studied and exploring their ideas and reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will encounter reflective opportunities to experience wonder. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Respond

By age 7, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas, listening to the views and opinions of others, and reflecting on what they have heard. They will consider what forgiveness and reconciliation mean in their own lives, the lives of their families and community, and the wider world. Pupils will spend reflective time to experience awe and wonder about what they have studied. Pupils will be invited to respond through individual or collective prayer, singing, or music.

Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally.

Year Group Expectations – Year 3

Understand

1. Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.
2. Recognise some different literary form in Scripture, such as a psalm, letter, or parable.
3. Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.
4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').
5. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass.
6. Use religious language to describe the Christian belief in the mystery of God as Trinity, using religious words and describing some symbols of the Holy Trinity.
7. Know some of the prayers of the Catholic Church and make simple links with the beliefs they express.
8. Show a simple understanding of Jesus' teaching about the kingdom of God. Make simple links with the 'signs of the kingdom' studied in St Matthew's gospel, for example, the visit of the Magi, angelic messengers, or a miracle of Jesus.
9. Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.
10. Using examples from the scripture texts studied, make links between the Christian beliefs about the work of the Holy Spirit and being called to be a disciple of Jesus.
11. Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.
12. Know some simple facts about how Jews in Britain celebrate the Passover today.
13. Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.
14. Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices.

Discern

By age 8, pupils will begin to develop critical and creative skills in religious education by thinking imaginatively about different possibilities when exploring issues of justice or equality that arise from the religious stories studied. They will express preference when asked to choose between different aspects of study, such as works of art or musical expression. They will ask 'I wonder' questions about religious stories, questions of belief, and religious experiences. Pupils will begin to use picture language to recognise imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will consider their personal experiences drawing on learning about other cultures, communities and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Respond

By age 8, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing, or music, making simple connections with Christian traditions locally and globally

Year Group Expectations – Year 4

Understand

1. Show some understanding of the historical, cultural, and religious context of texts.
2. Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths.
3. Show some understanding of the theological virtues, reflecting on how these are shown in some of the texts studied and in the work of a Christian person or organisation.
4. Make links between prayers that show trust in God and the virtues of faith, hope, and love and connect with the Christian belief in the significance of showing love to others. Make connections between faith and actions.
5. Describe what a prophet is with examples from the Old and New Testaments.
6. Recognise the significance of John the Baptist, making links with the Old Testament.
7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.
8. Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied.
9. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today. Make links with relevant scripture, such as the parable of the prodigal son.
10. Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.
11. Know the story of St Peter and St Paul, describing their importance to the early Church, the Church today, and the role of Pope as Peter's successor.
12. Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.
13. Describe the apostolic structure of the Church and its mission in the world today.
14. Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints.
15. Recount some facts about a different liturgical tradition within the Catholic Church.
16. Make simple links and connections between some Dharmic religious laws, beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism).

Discern

By age 9, pupils will begin to expand critical and creative skills in religious education by thinking imaginatively about the implications of faith in Christ and actions. They will express preference supported by reasons when asked to choose between different aspects of study, such as works of art or musical expression and discuss their reasons with others. They will ask and answer questions about belief in Christ and what the Kingdom of God means to them. They will consider their personal experiences drawing on learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Respond

By age 9, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing or music, making simple connections with Christian traditions locally and globally.

Year Group Expectations – Year 5

Understand

1. Explain the significance of David and Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses.
2. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.
3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching.
4. Correctly use developing specialist vocabulary to describe the terms sin and conscience.
5. Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life.
6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.
7. Explain the significance of Ash Wednesday and say why Lent is an important season for Christians.
8. Explain the significance of Moses and Elijah at the Transfiguration.
9. Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
10. Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.
11. Explain the term 'discipleship' with reference to a powerful example.
12. Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.
13. Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer.

Discern

By age 10, pupils will begin to expand critical and creative skills in religious education by playing with possibilities and asking 'what if' questions about the subjects they have studied. They will express a point of view and discuss their point of view with others. They will have opportunities to form and share opinions about what it means to live a good life, developing an understanding
of what this means in a Christian context. Pupils will have opportunities to explore artistic and creative expressions of events from the Bible and representations of beliefs in signs and symbols.
Pupils will have opportunities to reflect and use their imaginations in responding to texts.

Respond

By age 10, pupils will be invited to reflect on their learning, considering what it means to them. They will have opportunities to reflect on what makes them truly happy and why rules can be useful and share their thoughts with others. Pupils will be invited to talk about leadership and service and consider how they could improve the communities to which they belong. They will be
invited to reflect on the meaning of conscience and consider what Christian discipleship means today.

Year Group Expectations – Year 6

Understand

1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.
2. Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.
3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.
4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.
5. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.
6. Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.
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

By the age of 11 pupils will be able to talk and think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing
why people might give different answers. They will explore how they and others respond to musical or artistic depictions of faith. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews.

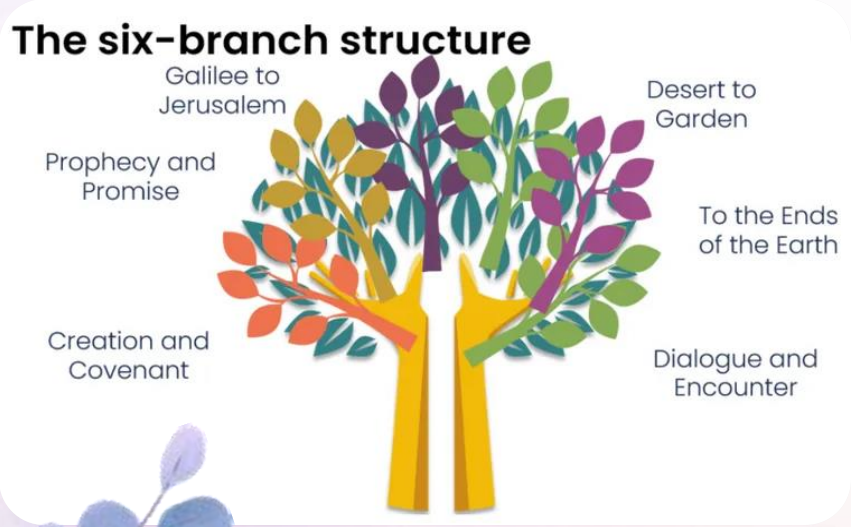
Respond

By the age of 11 pupils have experienced opportunities to respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women. They will have opportunities to think about the choices they make, what sin means and if they feel called to make changes in their lives, for example, through spending time in prayer. They will be invited to consider how personal change can change a community and consider how engaging in dialogue with people who hold different beliefs could transform their lives and the future of the communities in which they participate.

04

Learning Approaches

Branches



The RED (Religious Education Directory) is structured around six chronological branches that map out salvation history—from Creation and Covenant to Dialogue and Encounter. Each half term one of the branches are covered.

They branches flow with the liturgical year and support children's understanding through clear links to the weekly gospels.

This operates as a spiral curriculum; each year, pupils revisit these themes at a deeper, more mature level to build lasting memory and complex theological insight

Creation and Covenant

Prophecy and Promise

Dialogue and Encounter

From Galilee to Jerusalem

To the Ends of the Earth

From Desert to Garden

The Six Branches

- Creation and Covenant – God as Creator and loving Father, the story of salvation beginning with creation, covenant, and God's promises to His people.
- Prophecy and Promise – The role of the prophets in preparing for the coming of Christ and God's promise of salvation fulfilled in Jesus.
- From Galilee to Jerusalem – Jesus' ministry, teachings, miracles, and journey towards His Passion and death.
- From Desert to Garden – The Paschal Mystery: Christ's suffering, death, and resurrection, leading to new life in Him.
- To the Ends of the Earth – The mission of the Church, guided by the Holy Spirit, spreading the Gospel in word and action.
- Dialogue and Encounter – The call to engage in respectful dialogue with people of other faiths and worldviews, recognising truth and goodness wherever it is found.

Approaches to Learning

The new Religious Education Directory (RED) for Catholic schools in England and Wales, titled To Know You More Clearly, shifts from traditional textbook models to an academically rigorous, dynamic approach.

It is built on three core pedagogical pillars:
Ways of Knowing (skills),
Knowledge Lenses (content),
and Curriculum Branches (chronological themes)

Ways of Knowing

Rather than just memorizing facts, pupils develop a holistic understanding of their faith by exploring it through three distinct cognitive and spiritual pathways:

•Understand (The Head):

- Developing theological and religious literacy by acquiring, retaining, and making connections between religious concepts, history, and doctrines.

•Discern (The Heart):

- Reflecting spiritually on the meaning of these concepts, relating them to personal experiences, and evaluating their significance in modern life.

•Respond (The Hands):

- Actively applying faith through practical action, such as engaging in prayer, living out Catholic Social Teaching, and participating in society.

The Six Knowledge Lenses

The curriculum content is investigated through six core lenses to ensure a comprehensive education:

•Hear:

- The study of Scripture (the Word of God) to form the foundation of all learning.

•Believe:

- Exploring core Catholic doctrines and the Creed.

•Celebrate:

- Learning about liturgy, prayer, and the sacraments.

•Live:

- Studying Catholic Social Teaching and how faith translates into ethical behavior and human dignity.

•Dialogue:

- Exploring the relationship between Catholicism, other Christian traditions, and broader society.

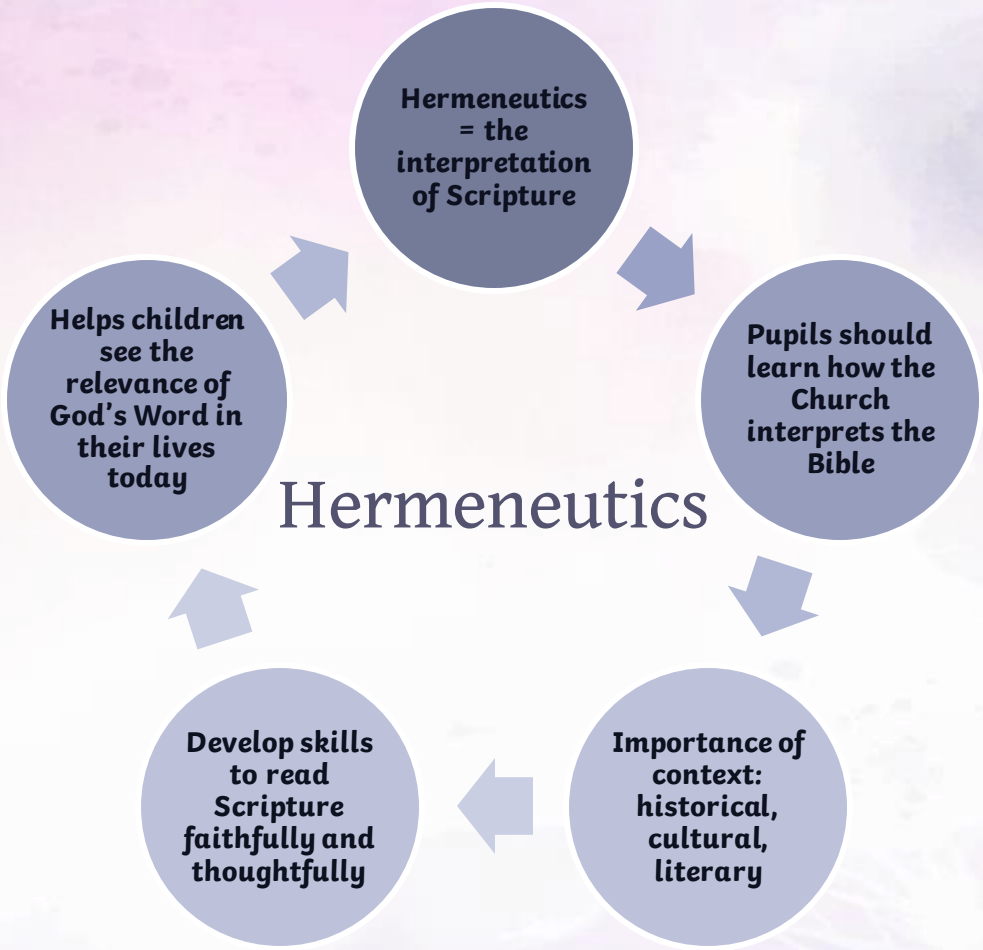
•Encounter:

- The discrete, respectful study of other major world faiths and beliefs to foster peaceful coexistence.

When reading scripture we are encouraging pupils not to just see it as a story but to consider the hermeneutics of the scripture.

Hermeneutics is the study of how people understand and interpret meaning, especially in stories, texts, and religious writings.

For primary teachers, it means helping children think about what a text is saying, why it was written, who it was written for at the time, and how different people might understand it in different ways.



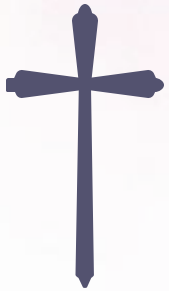
05

Supporting at Home

Useful Resources for Parents and Carers

Supporting Faith at Home-
In school we use ten:ten to support our Prayer and Liturgy sessions in class. As part of this you have access to the parent portal to continue this Prayer and Liturgy at home should you wish.
To access this go to the following link: https://www.tentenresources.co.uk/parent-portal/
Username: parents-st-ursulas-catholic-primary-school
Password: StUrsulas

Superbook
Superbook is a popular Christian animated series and children's ministry resource produced by CBN. It teaches kids timeless moral truths and Bible stories through the captivating adventures of two time-traveling children. https://uk-en.superbook.cbn.com/infoparents



06

Glossary

Glossary

RED

Religious Education Directory

To Know You More Clearly

is an official, comprehensive educational framework. In the context of Catholic schools in England and Wales, it outlines the purpose, structure, and content of religious education from early years through to college.

PLD

Prayer and Liturgy Directory

To love You more dearly

is an official document published by the Catholic Bishops' Conference of England and Wales to guide the prayer life, liturgical practice, and spiritual formation in Catholic schools, academies, and colleges.

Hermeneutics

Hermeneutics is the study of how people understand and interpret meaning, especially in stories, texts, and religious writings. For primary teachers, it means helping children think about what a text is saying, why it was written, and how different people might understand it in different ways.

Glossary

Catholic Social Teaching

Catholic Social Teaching (CST) is the Church's moral and theological framework for building a just society, rooted in the Gospel, Sacred Scripture, and the Church's tradition. It helps us to see the world through God's eyes and respond with faith, love, and action.

Catholic Life and Mission

refers to the daily, lived expression of the Christian faith. It encompasses everything from personal spiritual growth and prayer to actively serving the community, defending human dignity, and spreading the Gospel.

It is how we live out our gospel values by helping others, raising money for charity etc.

Thank you for your support