

To Know You More Clearly – Overview

Y1	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world & retell this story in any form.	Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.	Identify some of the people that encounter Jesus & recognise that he is special.	Make simple connections between Jesus' time in the desert (Lk 4:1-13) & Christians praying & fasting for forty days in Lent.	Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit & the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).	Know that Christian means follower of Jesus Christ.
	Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven & Earth.	Be introduced to the Bible as a special book & encounter the stories & accounts of how people came to know God & the Good News of Jesus in the gospels.	Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.	Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) & the season of Lent.	Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).	Recognise that Catholics are a part of a global Christian family, & all Christians are sisters & brothers.
	Recognise that though people cannot see God, they can sense his presence through the awe & wonder experienced in the beauty & order of Creation.	Sequence the accounts from the Annunciation through to the visit of the shepherds.	Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) & how Christians are called to tell people about God's love today.	Correctly sequence the events of the last week of Jesus' life.	Make simple connections between the mission of the Church & the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19).	Recognise that the cross is a symbol of Christianity, & the sign of the cross is a prayer expressing Christian belief.
	Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world & its people & in doing this, we show love for God & each other.	Know that in the Annunciation God called Mary & she said 'Yes' to his call & why this makes Mary important for Christians.	Ask & answer questions about the story of Zacchaeus & how he changed after meeting Jesus	Recognise that angels bring God's message & are a sign the Jesus is the Son of God, truly alive.	Recognise that Catholics celebrate the Ascension of Jesus & Pentecost on special days called holydays.	Correctly use religious words & phrases to recognise features of Jewish religious life & practice (e.g., including specific vocabulary about the Jewish belief in one God & the special clothes some Jewish people wear each day).
	Match the first words of the Hail Mary with the words of the Angel Gabriel.	Recognise that angels bring God's message & are a sign that Jesus is the Son of God		Recognise that the Church teaches that Jesus suffered, died, & rose again.		
	Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation & the importance of taking care of the world as it is everyone's home.			Recognise simple connections between the use of ashes & the Christian belief that Lent is an opportunity for a new start.		
	Recognise that prayer is a way of drawing closer to God.					

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Discern	Talking about how God's gift of Creation is expressed through the scriptures & diverse creative & artistic expressions, e.g., through art, music, or poetry & talk about their responses. Talking about why caring for God's world matters for them & their local community.	Talking about why the shepherds saw angels when Jesus was born. Thinking about why the words of the angels are in the 'Hail Mary' & the beginning of the 'Gloria'. Exploring artistic representations of the nativity story from around the world.	Imagining how some of the people who met Jesus felt & how knowing Jesus changed them. Listening to the stories & experiences of how people celebrate Candlemas.	Asking 'I wonder' questions about the story of the last week of Jesus' life. Experiencing & reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent & the last week of Jesus' life.	Imagining how the apostles felt during the events following the Resurrection. Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind & fire in Pentecost (Acts 2:1-4)). Looking at & discussing ways the Holy Spirit is described in art or music. Listening to & asking questions about the experiences of how others celebrate Pentecost in different places & cultures.	Listening to the stories & experiences of Christians from their local parish & asking them questions. Talking about their personal response to & artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise & Worship music; Welsh choirs, Jesus Mafa paintings). Asking questions about the stories & experiences of Jewish people.
Respond	Reflecting on what the words of the Our Father & the opening words of the Creed say to them. Reflecting on different ways to pray. Listening to stories from different communities & their experiences about how they care for the world. Talking about how they can care for God's world.	Hearing & beginning to join in with the words of the Hail Mary. Singing or saying the first words of the Gloria. Talking about how Christians in their local community celebrate the birth of Jesus.	Reflecting on what the Good News might mean for them. Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families & communities. Reflecting on how Jesus cares for other people & what they can learn from his actions.	Recognising that fasting in Lent is giving something up to help others & CAFOD Family Fast Day is a way of doing this. Considering what they might give up & choose to do to help others. Reflecting on what they know about Jesus including the events of the last week of Jesus' life & his resurrection.	Thinking about why prayer is an important part of life for many people. Hearing the words of the Glory Be & hymns that reference Father, Son, & Holy Spirit & joining in prayerfully if they choose to do so. Considering how Christians announce the Gospel to others through their words & actions.	Considering how Christians in their local parish community could work together to help people.

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Y2	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah & God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17) Know that psalms are prayed/sung to praise God & recognise that they are a different literary form in scripture. Understand the term 'stewardship' & what it means for caring for God's world. Correctly use religious words & phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people & a welcome into the Christian family. Know that the Christian Bible is split into two parts, the Old Testament, & the New Testament	Retell, with increasing detail, one of the religious accounts from the Annunciation & the birth of John the Baptist & of the Annunciation & the birth of Jesus from the Gospel of Luke. Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, & that Isaiah & John the Baptist are prophets. Identify Zechariah's special message about John's future (Lk 1:76). Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. Recognise that the Church teaches that Mary is the mother of God who prays for them & with them. Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words & phrases to recognise the meaning	Retell, in any form, the story of John the Baptist & the baptism of Jesus. Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) & how Jesus uses them to teach people about God. Recognise that everyone is tempted to make bad choices (sin), but that God loves & forgives all people. Begin to recognise that the miracles of Jesus are signs that he is the Son of God. Correctly use religious words & phrases to recognise how Catholics say sorry to God in prayer & talk about why saying sorry to God & to others is important.	Recognise what Jesus said on the cross about forgiveness & make simple connections with the belief that God always forgives us. Recognise that Lent is a time for reconciliation & forgiveness. Correctly use religious words & phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament & a belief in God's forgiveness. Correctly use religious words & phrases to talk about the symbols of light & water in the Easter Vigil Mass.	Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. Know that St Luke wrote a gospel containing an account of the life of Jesus & the Acts of the Apostles about the early Church. Retell the story of the Conversion of Saul (Acts 9:1-19). U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22). Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray & develop habits of good behaviour towards themselves & other people. Name the fruits of the Holy Spirit & make simple links between the lives of some saints or holy people & how the fruits of the Holy Spirit were shown in their lives.	Say what the story of the Good Samaritan teaches about how Christians should live. Describe an initiative Christians work on together locally & globally in the service of others. Make simple links & connections between some Jewish religious laws, beliefs, worship, & life (e.g., Keeping the Sabbath day holy & how this is celebrated in the synagogue & in Jewish homes). Talk about respecting the beliefs of people from different communities in their local area.

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Discern	Responding to the way God's gift of Creation is expressed in a variety of creative & artistic ways, e.g., art, music, or poetry & talk about the reason for their response. Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah. Exploring the meaning of symbols used in an infant's baptism in the Catholic Church	Talking about Isaiah's picture language about light & darkness (Is 9:1-2) & making simple links with Jesus. Saying what they wonder about the Holy Spirit & how baby John the Baptist, Mary, Elizabeth, & Zechariah felt. Talking about how other cultures & communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. Listening to different traditions & interpretations of the meaning of the Advent wreath.	Looking at artistic representations of Jesus' baptism & talking about images used for God the Father, Jesus (God the Son), & the Holy Spirit & notice how they are connected. Making simple links with Isaiah & John the Baptist as prophets, & their openness to the Holy Spirit. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism & the story of Noah	Looking at works of art to recall the story of Holy Week studied in the previous year. Considering some examples of reconciliation & peacebuilding in art, e.g., reconciliation outside Coventry Cathedral. Listening to different sung versions of the Kyrie Eleison & talking about what the words mean. Talking about links between the symbols of light & water at the Easter Vigil & what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.	Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles & imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul. Saying what they wonder about the fruits of the Holy Spirit. . Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art & say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity'). Listening to & asking questions about the stories & the example of a saint whose life shows examples of building peace in the world. .	Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), & asking 'I wonder' questions about what they have seen. Listening to the stories & experiences of others from different communities in the class & the wider community. .
Respond	Considering what they could do to care for God's world in their own lives & in the life of their local community. Reflecting on the gift of Creation (awe & wonder). Reflecting on how actions can help or harm themselves & others & what this could mean for their friendship with God	Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) & how they can make the world fairer. For example, how they could fill the hungry with good things in Advent¹⁴⁷ or what choices they could make in Advent to support local & global communities in need & to care for Creation (CST). Using artistic expressions to create a personal response to Isaiah's picture language about light & darkness (Is 9:1-2).	Reflecting on what it feels like to say sorry & to be forgiven. Talking about ways they & others show that they are sorry. Considering what people might want to say sorry to God for & how praying can be part of this (e.g., through making a simple Act of Sorrow).	Thinking about what forgiveness means to them. Thinking about how making bad choices can harm themselves & others & why saying sorry matters. Reflecting on how Jesus teaches people to forgive.	Hearing the words of Come Holy Spirit & thinking about what it means to open your heart to God. Considering why many people pray & share stories of prayer from different religious communities as appropriate. Considering how the fruits of the Holy Spirit could transform their own lives & through them, help the lives of others in their family & wider community.	Reflecting on the question 'Who is my neighbour?' in their life & wondering about how they can act as a good Samaritan in their local community. Reflecting on how communities could be transformed if people acted as good neighbours.

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Y3	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Revisit &remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) &Sunday as a day of rest.	Retell, in any form, the visit of the Magi &explain what the visit of the Magi &the gifts they bring show us about Jesus.	Retell in any form the story of the feeding of the five thousand.	Make links between the Scripture sources (Lk 24:13-35 &Matt 28:16-20) &what happens at Mass.	Make links between Exodus (12:1-8,15-20, 13:3) &the account of the Last Supper in Luke (22:14-23).
	Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) &talk about what this might mean.	Give a simple description of how Catholics celebrate the Mass.	Show a simple understanding of what the kingdom of God is &is not.	Recall the words &actions of Jesus at the last supper &make simple links with his words &actions in the miracle of the loaves.	Use religious language to describe the Christian belief in the mystery of God as Trinity &describe some signs &symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father &of the Son &of the Holy Spirit. Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God &participants in the Christian community).	Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols &actions in the meal.
	Make simple links between the first Creation story, the belief that all human beings are created equal, &an expression of the principle of Catholic Social Teaching about human dignity.	Give simple descriptions of some special prayers, signs, &actions performed in church &at Mass using religious language, focusing on the Liturgy of the Word.	Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom &the compassion of Jesus.	Describe how Jesus showed his love at the Last Supper &how he shares this love when people celebrate their first Eucharist.	Know some of the prayers of the Catholic Church which express belief in the Trinity &the Holy Spirit, e.g., Glory Be, Come Holy Spirit.	Make simple links &connections between some Islamic religious laws, beliefs, worship, &life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.).
	Describe stewardship by making simple links between Genesis 1:26-31 &people's actions today (LS 88 on 'ecological virtues').	Recognise how Joseph puts his trust in God when the angel appears.	Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.	Make links between the story of the Last Supper &the Mass, giving reasons for these links.	Recognise that Mary joins the disciples in prayer &make simple links with how Catholics ask for Mary's prayers.	
	Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.	Make links between the angel's message about Jesus &the words of the prophet Isaiah.	Retell one of Jesus' parables, making simple links between the chosen parable &Jesus' message about the kingdom of God.	Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ &become ever more united in his Body the Church (YCfK 74).	Make connections with the life of the early Church &Catholics gathering for Mass today.	
	Recall that angels bring God's message in the gospels of St Matthew &St Luke.	Recall that angels bring God's message in the gospels of St Matthew &St Luke.	Recall the 'Our Father' prayer &make simple links between the prayer &building the kingdom.	Describe, with increasing detail &accuracy, the prayers, religious signs, &actions of the Mass, focusing on the Liturgy of the Eucharist.	Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts &learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).	
	Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, &with the world (see LS 66).			Give reasons for actions &symbols used in the Mass &make links between beliefs &actions.		

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Discern	Imagining how caring for the world could change the world for the better. Thinking about how all people should be treated equally & giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). Wondering why the author of the first story of Creation suggests a holy day.	Talking, asking, & answering questions about their experiences of liturgies & the Mass. Considering how Catholics use some prayers, signs, actions, & symbols during Mass & make links between beliefs & action. Talking, asking, & answering questions about Joseph & Mary trusting in God. Comparing & making simple links between the signs used in Advent & Christmas & their meaning for Christians.	Asking & answering questions about the feelings of the characters in one of the stories studied. Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer. Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses & asking questions about other people's responses.	Wondering about the words of the offertory prayer & the story of Creation. Exploring some different cultural practices associated with Holy Week.	Saying what they wonder about the story of Emmaus & when the disciples recognised Jesus. Asking & responding to questions about how the disciples felt after the Ascension & before Pentecost, noticing the role of Mary. Exploring some different symbols of the Trinity & talking about what they represent e.g., by visiting their local church.	Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover. Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan & ask 'I wonder' questions about what they have seen. Listening to the stories & experiences of those from the Jewish or Islamic communities in the class or the wider community & ask questions about their laws, beliefs, worship, or life.
Respond	Making connections between experiences where people have not been treated equally & how this felt. Spending time wondering about the blessings of Creation in their own lives. Reflecting on the prayerful words studied that give thanks for Creation.	Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. Reflecting on what Sunday Mass means for Christians.	Considering how people could build the kingdom with reference to the life of a saint. Showing understanding of how people would behave in the kingdom of God & reflect on what that might mean for them	Reflecting on the Catholic belief that Jesus gives himself in Holy Communion. Talking about the experience of Mass with Catholics & asking questions about their experiences & feelings. Reflecting on what their learning means for their life.	Reflecting on how the Holy Spirit helped the disciples & relating this to the possibilities in their lives, giving examples. Talking about their own & others' experiences & feelings about what it means for a Christian to share the gospel.	Reflecting on the meaning of what they have learned for their own lives. . Talking, asking, & answering questions with others about their beliefs, experiences, & feelings, recognising the ways in which this could influence the way they live.

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Y4	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Show some understanding of the historical context of Abraham (&Joseph) &the cultural &religious context out of which he was called. Retell the story of Abraham, ensuring it is accurate in sequence &detail &shows an understanding of the term ‘covenant’. Show an understanding of the story of Abraham &Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then &now. Recognise that God’s covenant with Abraham is the foundation of the faith of the people of the Old &New Testaments: Judaism &Christianity. Show some understanding of how the decisions of Abraham (&Joseph) were informed by their faith, hope, &love in God. Make links between prayers that show trust in God &the virtues of faith, hope, &love.	Describe what a prophet is drawing on Elijah &John the Baptist as examples. Show some understanding of the cultural &religious context of Elijah’s time &why people needed to be reminded of God’s covenant. Compare the description of John the Baptist in Mark &Matthew’s accounts &describe the beliefs about John the Baptist the gospel writers show. Make links with the words of Isaiah, the preaching of John the Baptist, &the season of Advent. Know that the feast of Christ the King marks the end of the Church’s year &describe what is celebrated. Makes links with the ancestry of Jesus &the Jesse tree.St Luke.	Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied. Make links between Jesus’ speech to John the Baptist’s followers &signs that he is the Messiah. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. Using some religious vocabulary, describe the Sacrament of Reconciliation &the Sacrament of the Sick. Make relevant links between the belief in that Jesus is the Messiah &the Nicene Creed (specifically Articles 2-4) &suggest why Catholics say this prayer. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, &love.	Retell, with increasing detail, the parable of the prodigal son, &make simple connections with Christian beliefs about God’s mercy &forgiveness. Make simple connections with the Judgement of Nations parable &the Christian belief that helping others is part of loving God. Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week &how they speak to Christians today. Retell the story of St Peter during Holy Week. Correctly use developing specialist vocabulary to name &describe the corporal works of mercy, making links with the Judgements of the Nations parable. Make simple connections between belonging to the Church &living out the ‘Works of Mercy’ in support of those in need (for example, giving alms in Lent or praying for someone who is sad).	Make links between Jn 20:1-10 &Peter’s declaration of faith in Matt 16:13-20 and/or between Peter’s three denials of Jesus &Jesus’ three requests of Peter (Jn 21:15-17). Find connections between Jesus’ words to Peter as the rock (Matt 16:18), John’s account of Peter, &the role of the Pope as Peter’s successor. Explain the term ‘apostle’ &explain why the Church is ‘apostolic’. Encounter the words of the Apostles’ Creed &know that it summarises the central beliefs of Christians. Explain how the one, holy, Catholic, &apostolic Church is structured. Describe some ways in which the Church today (locally or globally) continues the work of Jesus. Describe what is meant by the ‘communion of saints’ &recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven).	Describe some facts about the life of St Paul &explain why he is an important figure for Christians. Make links between Cor 13:1-7, 13 &the theological virtues. Recount some facts about a different liturgical rite within the Catholic Church. Recognise some reasons why different liturgical traditions arose in different parts of the world. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). Describe the five pillars of Islam &why they are an important part of Islamic faith &religious practice for British Muslims today.
Discern	Describing &explaining the virtues: faith, hope, &love making links between these virtues of &the life 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 in 1889). Explaining why they think Abraham is seen as a model of prayer.	Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist’s choices &give reasons for their personal preference. Talking about the type of king they think Jesus would be &give reasons for their answers. Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist’s choices, give reasons for their personal preference &compare their ideas with others.	Thinking about &discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter &the response of Christians today. Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind &reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.	Considering why St Peter might have turned away from Jesus &how that made him feel making connections with when they have let people down or broken a promise. Expressing a point of view about the difference between the people who are like sheep &the people who are like goats in the Judgement of Nations. Making connections between being a Christian &choosing to live out the ‘Works of Mercy’	Saying what they wonder about Peter’s feelings when he entered the tomb &when he saw Jesus by the lake. Talking about why the Pope is described as ‘the servant of the servants of God’, making links with the ministry of Jesus. Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others	Looking at how a range of artists show St Paul’s encounter with Jesus &discuss which one they prefer, giving relevant reasons for their opinion. Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, &asking questions about what they have noticed. Listening to the stories &experiences of others from different Christian communities in the class &the wider community &asking questions about their beliefs, worship, or life.

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Respond	Considering how their own lives &the lives of their communities could be transformed by the virtues of faith, hope, &love. Reflecting on how the virtues of faith, hope &love help them to be a good neighbour. Reflecting on the challenges &blessings Abraham (&Joseph) experienced &how their faith played a part in how they reacted.	Reflecting on how Elijah &John the Baptist’s words speak to people today. Reflecting on what it means to be a good leader &talk to others about their ideas.	Reflecting on those that society excludes today &consider how they could show love for these people as Jesus did. Considering how Jesus serves others &discussing how Christians can follow this example today. What could this mean for their lives &the lives of their local communities?	Reflecting on how the life &work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty &the inspiration they offer for their life. Reflecting on what it is they need to change about themselves during Lent to be better people &discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities. Considering how their own lives &the future of the communities to which they belong could be transformed by what they have learned about forgiveness.	Reflecting on the story of Peter, share their ideas &listen to the ideas of others about what his life teaches Christians today. Thinking about the examples of apostleship in the Church today &discussing how they follow the example of Jesus. Reflecting on how Christian communities continue the work of Jesus in the community where they live.	Discussing the meaning of what they have learned for their own lives. Talking, asking, &answering questions with others about their beliefs, experiences, &feelings, recognising the ways in which this could change the way they live &the relationships in their local communities. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions.
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Y5	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Retell the Moses story, focusing on the two key events of the call &the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant &the Ten Commandments (Ex 19:3-8, 20:1-17)). Make links between the Ten Commandments &Jesus' summary of the law in Matthew's Gospel (22:36-40). Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, &Moses. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good &happy lives. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God &each other. Know that a virtue is a positive habit that helps people live a good life.	Show an understanding of scripture passages that speak of David's life, recognising the intended audience &the historical context. Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham. Use specialist vocabulary to describe &explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship &Psalm 21:1-7. Recognise that David is a model of prayer, referencing one of the psalms. Know that the Rosary is a prayerful reflection on the life of Christ &explain what the joyful mysteries remember.	Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. Compare Matthew &Luke's description of the new law, or great commandment &make links between the new law a parable &Jesus' summary of the law &lessons for Christian life today. Make simple links between the Beatitudes &the Ten Commandments. Describe accurately in sequence &detail what the disciples see at the Transfiguration, saying something about the importance of Moses &Elijah. Make links between the seven petitions (requests) of the Our Father &their meaning for Christians. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.	Explain what happens at the Ash Wednesday Mass &how Christians mark this day, using religious vocabulary to describe symbols &actions. Make links between the Ash Wednesday readings &Lent as a time when Christians reflect on their sins &listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. Describe how Catholics define sin, making links with the Ten Commandments &Jesus' great commandment as guides for a good life. Use specialist vocabulary to describe the term 'conscience'. Simply describe Catholic beliefs in the last things, death, judgement, heaven, &hell. Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven. Know that the Rosary is a prayerful reflection on the life of Christ &explain what the sorrowful mysteries remember.	Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament &the gospels. Make links with the Sacrament of Confirmation. Use specialist religious vocabulary to show knowledge &understanding of the religious actions &signs involved in the celebration of confirmation. Describe the gifts of the Holy Spirit &describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit. Using the lives of Mary &another saint as examples, explain what the term 'discipleship' means. Describe the names &signs under which the Holy Spirit appears &explain some simple links with scripture &the Sacrament of Confirmation. Know that the Rosary is a prayerful reflection on the life of Christ &explain what the glorious mysteries remember.	Explain that the Bible came together over a period of more than a thousand years & contains sacred texts from Judaism, the four Gospels, &other early writings of the Church. Know that the Church teaches that Sacred Scripture is the inspired Word of God &the Church helps Catholics read &understand the Bible. Know that the Bible is translated from different languages into many languages. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.

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Discern	Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? Expressing a point of view about what are positive habits (virtues) &negative habits &how virtues might help them grow in goodness. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers &refugees. Express a point of view &give reasons relating to the Church's teaching on the common good &love of neighbour.	Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities? Wondering about the imagery of shepherd used in the scripture passages studied &explore how it helps them, as readers, understand servant leadership. Exploring artistic representations of the O Antiphons, describe what they represent, &say which they prefer, giving reasons for their choice.	Expressing a point of view about Jesus' great commandment as a rule for life. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery. Exploring how they &others interpret artists' meanings, in response to paintings of the Transfiguration.	Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person? Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.	Saying what they wonder about the Holy Spirit in the life of Jesus &mystery of the Holy Trinity. Expressing &explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view &giving reasons for their answers. Consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.	Asking 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOUCAT 15) &discussing how to read the Bible prayerfully &how the Church helps us understand Scripture. Exploring the place of Sacred Scripture in Jewish life today. Discussing why the whole Bible is important for Christians, not just the New Testament.
Respond	Reflecting on the words &images used to describe Moses' encounter with God. Reflecting on what makes them truly happy. Discussing & dialoguing with others about how rules can help people be happy (YCfK 110). Reflecting on their habits &where they could 'grow in virtue' to be better neighbours. (RVE	Reflecting on your understanding of David &the idea of a leader as a shepherd. Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. Considering how their own lives &the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.	Reflecting on the mystery of the Transfiguration. Reflecting on why Jesus invites us to call God 'Father'. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.	Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others &how they could change. Reflecting on the meaning of what they have learned for their own lives.	Reflecting on the links between the words chrism &Christian &discuss what it means for Christians to be anointed for Christ today. Reflecting on how they can use their gifts to make a better world. Considering the gifts &virtues Christians need to be disciples today.	Reflecting on the books that matter to them in their lives. Talking to others about their sacred texts &why they matter. Thinking &talking about ways of showing respect for sacred texts.

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Y6	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, &poetry. Simply explain the Church's teaching on the purpose of the second Creation story &the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'. Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation. Explain some Christian beliefs about the Sacrament of Baptism. Use theological vocabulary to describe &explain the belief that sin damages the relationship with God, others &the created world, making relevant links with the second account of Creation &Laudato Si' 66. Show some understanding of the Christian belief that in Jesus a new covenant is made &through him the relationship with God can be restored making links with John (1:1-5, 16-18) &the Nicene Creed. Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians &they do not see any conflict between their faith &science.	Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention & historical context: • 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 Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making links with the stories from the Old Testament. Show understanding of the belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 & the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25). Use theological language to describe & explain the belief that Mary became the 'Mother of God'. Show understanding of how & why the Magnificat prayer forms radical expectations of the Messiah. Show understanding of the life of women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), describe & explain the role of women's religious orders in the Church today, with ref to at least one example of a women's religious order.	Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally &carries a deeper spiritual meaning. Use specialist theological vocabulary to make links between each of the miraculous signs &Christian beliefs about Jesus, including some of the sacraments, &how these reveal he is truly God &truly human. Use specialist religious vocabulary to make links between one of the 'I am' statements &Christian beliefs about Jesus. Know the seven sacraments of the Catholic faith &explain the purpose of each sacrament in the life of the Catholic Church. Explain the role of the deacon, priest, or bishop in administering the sacraments &why they are a part of sacramental celebrations. Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, &which are celebrated frequently, giving reasons for this.	Show an understanding of the account of Holy Week in the gospel of John. Show knowledge &understanding of how one of the texts reveal deeper meanings about Jesus as Messiah &describe the beliefs revealed. Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, &Christian beliefs about Jesus' actions. Describe ways Jesus shows his love for all people by his actions on Holy Thursday &Good Friday. Make links between the Christian belief in the Crucifixion &the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.	Show understanding of the scripture passages studied, identifying literary forms &authorial intention. Use specialist theological &religious &vocabulary to describe &explain links between at least one of the scripture passages studied &religious beliefs. Describe Christian belief about the Resurrection of Christ &the revelation of the Father, Son, &Spirit. Explain why Jesus is called the 'new Adam', making links between scripture texts from the new &old testaments. Describe &explain, with examples, the different ways in which Christians' bear witness to their beliefs now &in the past &make links with the life of a saint. Describe how one charity studied witnesses its Christian faith through its work	Explain in an age-appropriate way the meaning of 'the common good' &the principles of Catholic Social Teaching. Describe some ways Christians work together with people of different worldviews to promote the common good. Use the term 'world view' & understand its meaning, giving simple examples. Recognise links &simple connections between some Dharmic beliefs, practices, &way of life making links between them.

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Discern	Articulating reasons which might lead to judgements different to their own, in response to the claim: ‘belief in Creation is compatible with scientific accounts of the beginnings of the universe &the theory of evolution’, offering reasoned arguments for their own judgement. Expressing a point of view about what the story of the Fall says about human beings &suffering giving reasons why they think this way.	Thinking about the role of women in the story of salvation, giving a response to this statement: ‘Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church’, supporting their answer with reasons, &discussing why people might give different answers. Exploring how they &others interpret their own &the composer’s meaning, in response to a variety of sung settings of the Magnificat.	Giving reasons why the Church teaches sacraments are ‘meeting points where God himself is present’ Discuss why others might disagree. Looking at different artistic representations of at least one of the signs in St John’s gospel &discussing the artists’ use of symbolic representation, expressing &sharing a personal preference, giving reasons for their choice &listen to contrary points of view. (R	Considering the statement ‘Jesus had a fair trial’, comparing different points of view about this statement drawing on John’s gospel as a source of evidence. Exploring how they &others interpret their own &the maker’s meaning, in response to a variety of creative &artistic expressions &linking these with a scriptural passage studied.	Consider ‘There were many other signs that Jesus worked, &the disciples saw, but they are not recorded in this book’ &give some reasons why some people find it difficult to believe things they have not seen. Playing with possibilities &wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.	Reflecting on the statement ‘Everyone should be concerned to create &support institutions that improve the conditions of human life’ (CCC 1926), consider how this challenges people to change. Considering the term ‘common good’, discuss why charities with different worldviews work to promote the same goals. Explore some examples of creative expressions of faith from a Dharmic pathway. Listening to the stories &experiences of those who follow a Dharmic pathway in the class or the wider community &asking questions about their laws, beliefs, worship, or life.
Respond	Considering the ways in which their life &the life of their communities could be transformed by taking seriously the belief in the innate dignity &equality of all human beings. Reflecting on the evidence in the world that human beings have not always lived as God has wanted &the effects of this on human beings &the environment. Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God &God’s love for all Creation.	Reflecting on their own experience, consider the women in their lives who have been important or significant. Comparing their own &others’ experiences about the importance of Mary the mother of Jesus in their spiritual life. Considering what life or task God might be calling them to live or do &reflect on how their ‘Yes’ could transform their own lives &the lives of the community.	Reflecting on how the seven signs in John’s gospel speak to them literally &spiritually. Considering how stories from scripture speak to people in different ways.	Prayerfully reflect on what Jesus teaches about true discipleship. Considering how love of neighbour could transform their life &the lives of the communities they are part of, describing the actions they could take to begin this transformation. Reflecting on Lent as a time to begin this transformation.	Considering what beliefs matter most to them. Comparing their own &others’ experiences, feelings &things that matter to them &the ways in which this may lead to different beliefs &different choices about how to live their life. Reflecting on how the work of charities can support people facing injustice or persecution.	Considering how engaging in dialogue with those who hold different beliefs could transform their own lives &the future of the communities. Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.