



CORPUS CHRISTI
We are His body, living and learning as one.



RE overview Nursery					
Unit	Hear	Believe	Celebrate	Live	Key Vocab
N.1	God made our beautiful world and everything in it. God made me.	God made me. God loves me. God loves everyone. God made the wonderful world.	The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world	Look after me. Look after God's world.	
<p>Identify, name, or label something or someone previously seen, heard or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
N.2	Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).	Mary had a baby called Jesus.	Advent wreath. The tradition of the crib. Nativity celebration.	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.	
<p>Identify, name, or label something or someone previously seen, heard or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					

N.3	The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold).	Jesus was born for everyone.	The Glory Be is a special prayer.	Show love to everyone like Jesus.	
<p>Identify, name, or label something or someone previously seen, heard, or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
N.4	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).	Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.	Simple signs of Lent - colour purple, seeds, growing. Simple signs of Easter - colour white, growth, Easter Garden.	Care for others. Celebrate with signs and symbols - hot cross buns, garden growth, Easter eggs.	
<p>Identify, name, or label something or someone previously seen, heard, or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
N.5	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.	The Holy Spirit is our friend. The Holy Spirit looks after us.	The parish church is a special place where we meet our friends. We sing and say prayers.	The parish church. We gather with friends at church, especially on Sunday.	
<p>Identify, name, or label something or someone previously seen, heard, or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
Unit	Dialogue		Encounter		Key Vocab
N.6	Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.		Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a		

	Explore a range of pictures of Jesus from a non-European tradition.	broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.	
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Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.



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RE overview Reception					
Unit	Hear	Believe	Celebrate	Live	Key Vocab
R.1	<p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84-88).</p>	<p>God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p>	<p>Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.</p>	<p>Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>	
<p>Identify, name, or label something or someone previously seen, heard or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
R.2	<p>The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).</p>	<p>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.</p>	<p>The tradition of the crib to tell the story of Jesus' birth.</p>	<p>Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God.</p>	

				CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers	
<p>Identify, name, or label something or someone previously seen, heard or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
R.3	<p>The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14). Model curriculum Believe</p>	<p>with gifts. The Magi visited 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.</p>	<p>That the Church prays the 'Glory Be' as a response to the coming of Jesus.</p>	<p>We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable</p>	
<p>Identify, name, or label something or someone previously seen, heard, or encountered.</p> <p>Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall</p>					
R.4	<p>A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).</p>	<p>Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter.</p>	<p>The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life.</p>	<p>Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world.</p>	

				CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities	
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Identify, name, or label something or someone previously seen, heard, or encountered.

Use the skills words to complete a variety of activities.
recognise, talk about, label, name, match, sort, retell, sequence, recall

R.5	Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).	Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.	Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.	The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family – God's family. Solidarity	
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Identify, name, or label something or someone previously seen, heard, or encountered.

Use the skills words to complete a variety of activities.
recognise, talk about, label, name, match, sort, retell, sequence, recall

Unit	Dialogue	Encounter		Key Vocab
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R.6	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</p>	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>	
<p>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</p>			



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RE overview Year 1

Unit	Hear	Believe	Celebrate	Live	Key Vocab
1.1	<ul style="list-style-type: none"> The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. An introduction to the ideas presented in Laudato Si' 13 	<ul style="list-style-type: none"> That all that is, comes from God. God is our Father. God's love and care for humanity is experienced through the beauty and order of Creation. Prayer is a way we draw closer to God. 	<ul style="list-style-type: none"> That praying is a way people draw close to God. That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. 	<ul style="list-style-type: none"> God wants us to love and care for the world because the world is God's gift to us. Caring for the world is one of the ways we love and care for each other. <p>By the end of this unit of study, pupils will explore:</p> <ul style="list-style-type: none"> How a community in another part of the world cares for Creation. 	God Father Creation Pope Francis Laudato Si' Our Father Creed
U1.1.1. Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. (RVE) U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE) U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. U1.1.4. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other. U1.1.5. Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home. U1.1.6. Recognise that prayer is a way of drawing closer to God					
1.2	<ul style="list-style-type: none"> The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) The Visitation (Lk 1:39-45) The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20) 	<ul style="list-style-type: none"> Because God loves us, he gave us his only Son, Jesus. God called Mary to be the mother of his Son, Jesus. Mary said 'Yes' to God's call. Angels bring God's message and are a sign that Jesus is the Son of God. The stories about Jesus are in a special book called the Bible. 	<ul style="list-style-type: none"> We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary Hear and begin to join in with the words of the Hail Mary. Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. 	<ul style="list-style-type: none"> How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. How Christians in their local community celebrate the birth of Jesus. 	Jesus Bible Annunciation angels Visitation Hail Mary Gloria

- U1.2.1. Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.
- U1.2.2. 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.
- U1.2.3. Sequence the accounts from the Annunciation through to the visit of the shepherds.
- U1.2.4. Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.
- U1.2.5. Match the first words of the Hail Mary with the words of the Angel Gabriel.
- U1.2.6. Recognise that angels bring God's message and are a sign that Jesus is the Son of God.

1.3	<ul style="list-style-type: none"> • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9) 	<ul style="list-style-type: none"> • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations' 	<ul style="list-style-type: none"> • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. 	<ul style="list-style-type: none"> • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor. 	Presentation Temple mission Son of God light Candlemas
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- U1.3.1. Identify some of the people that encounter Jesus and recognise that he is special.
- U1.3.2. Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.
- U1.3.3. Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.
- U1.3.4. Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.

1.4	<ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6) • The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (• Jesus is tempted in the desert for 40 days (Lk 4:1-13) 	<ul style="list-style-type: none"> • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again 	<ul style="list-style-type: none"> • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. 	<ul style="list-style-type: none"> • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example. 	Temptation Last Supper Crucifixion Resurrection Ash Wednesday Palm Sunday Lent Easter Family Fast Day
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- U1.4.1. Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)
- U1.4.2. 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) and the season of Lent.

U1.4.3. Correctly sequence the events of the last week of Jesus' life.
 U1.4.4. Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.
 U1.4.5. Recognise that the Church teaches that Jesus suffered, died, and rose again.
 U1.4.6. Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.

1.5	<ul style="list-style-type: none"> • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4) 	<ul style="list-style-type: none"> • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost. 	<ul style="list-style-type: none"> • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. 	<ul style="list-style-type: none"> • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity 	Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel
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U1.5.1. Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).
 U1.5.2. Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).
 U1.5.3. Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)
 U1.5.4. Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. (RVE)

Unit	Dialogue	Encounter	Key Vocab
1.6	<ul style="list-style-type: none"> • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. 	<ul style="list-style-type: none"> • 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. 	Christian Church parish community sign of the cross Jew Jewish/Judaism Torah

U1.6.1. Know that Christian means follower of Jesus Christ.
 U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
 U1.6.3. Recognise simple connections between Jesus' life and message and how Christians live today. (RVE)
 U1.6.4. Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
 U1.6.5. Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE)



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RE overview Year 2					
Unit	Hear	Believe	Celebrate	Live	Key Vocab
2.1	<ul style="list-style-type: none"> The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' Psalms 139, 146 in praise of God's Creation of each of us and his love for us. 	<ul style="list-style-type: none"> God makes a covenant (promise) with Noah to save all living things. That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. That the Christian Bible is split into two parts, the Old Testament, and the New Testament. 	<ul style="list-style-type: none"> Psalms are prayers to praise God. Sacraments are living signs of Jesus' love for all people. Baptism is the first sacrament which welcomes people into the Christian family. 	<p>Ways in which we can show care for God's world (stewardship) as part of our care for each other.</p> <ul style="list-style-type: none"> How a baby is baptised in the Catholic Church. 	God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/New Testament
<p>U2.1.1. Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</p> <p>U2.1.2. Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.</p> <p>U2.1.3. Understand the term 'stewardship' and what it means for caring for God's world.</p> <p>U2.1.4. Correctly use 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.</p> <p>U2.1.5. Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament</p>					
2.2	<ul style="list-style-type: none"> The Annunciation of John the Baptist (Lk 1:5-20) 	<ul style="list-style-type: none"> That prophets and prophetesses communicate God's message inspired by the Holy Spirit. 	<ul style="list-style-type: none"> Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in 	<ul style="list-style-type: none"> About some daily/weekly commitments that enable Christians to live in a way that 	Advent Advent wreath Annunciation

	<ul style="list-style-type: none"> • The Annunciation of Jesus (Lk 1:26-38) • The Visitation (Lk 1:39-50, 53) • The birth of John the Baptist (Lk 1:57-58) • Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) • The Birth of Jesus (Lk 2:1-8) • Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel) 	<p>John the Baptist is born to be a prophet.</p> <ul style="list-style-type: none"> • Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. • Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. • That Mary is the mother of God and our mother who is trusted with all our prayers. 	<p>which she gives thanks to God and prays for his just world to come.</p> <ul style="list-style-type: none"> • Advent is a time Christian preparation for Jesus' coming. • That the Advent wreath is a symbol of the coming of the light. • How the Christmas story is celebrated in song: carol services. 	<p>prepares them for Jesus' coming.</p> <ul style="list-style-type: none"> • Advent preparations in different cultures. • The meaning and interpretations of the candles/wreath in different cultural contexts. • How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others. 	<p>Isaiah John the Baptist Magnificat prophet Zechariah</p>
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U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.

U2.2.2. Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.

U2.2.3. Identify Zechariah's special message about John's future (Lk 1:76).

U2.2.4. Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.

U2.2.5. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.

U2.2.6. Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)

2.3	<ul style="list-style-type: none"> • The preaching of John the Baptist (Lk 3:2-6, 10-17) • Jesus is baptised (Lk 3:21-22) • The Temptation in the wilderness & Jesus begins to preach (Lk 4:1-15) • Cure of a paralytic (Lk 5:17-26) • The choice of the twelve (Lk 6:12-16) • The calming of the storm (Lk 8:22-25) • Parable of the lost sheep (Lk 15:4-7) • Matt 2:1-12: The visit of the Magi 	<ul style="list-style-type: none"> • John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. • That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus' miracles are signs that show he is the promised one (Messiah). • Jesus' parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways. 	<ul style="list-style-type: none"> • How water is used as a symbol of a new start in the Sacrament of Baptism. • How Catholics say sorry to God in prayers: • Act of Sorrow (Contrition) • Asking for forgiveness in the 'Our Father' 	<p>The importance of saying sorry to God and to others.</p> <ul style="list-style-type: none"> • The importance of showing you are sorry, for example, through practical Acts of Penance.148 	<p>baptism John the Baptist miracle parable temptation sin sorrow forgiveness reconciliation</p>
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- U.2.3.1. Retell, in any form, the story of John the Baptist and the baptism of Jesus.
- U.2.3.2. Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.
- U.2.3.3. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.
- U.2.3.4. Begin to recognise that the miracles of Jesus are signs that he is the Son of God.
- U.2.3.5. 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 to others is important.

2.4	<ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel's message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) 	<ul style="list-style-type: none"> • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. 	<ul style="list-style-type: none"> • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. 	<ul style="list-style-type: none"> • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them. 	Easter Vigil forgiveness Kyrie Eleison reconciliation sin
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- U2.4.1. Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.
- U2.4.2. Recognise that Lent is a time for reconciliation and forgiveness.
- U2.4.3. Correctly use 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.
- U2.4.4. Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.

2.5	<ul style="list-style-type: none"> • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23) 	<ul style="list-style-type: none"> • God is love. Love is God's first gift poured into our hearts by the Holy Spirit. • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. 	<ul style="list-style-type: none"> • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit'). 	<ul style="list-style-type: none"> • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila. 	Holy Spirit Ascension Pentecost Saul prayer Fruits of the Spirit love joy peace patience kindness generosity faithfulness gentleness self-control
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- U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.
- U2.5.2. 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.

U2.5.3. 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).

U2.5.5. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.

U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.

Unit	Dialogue	Encounter	Key Vocab
2.6	<ul style="list-style-type: none"> • The parable of the Good Samaritan (Lk 10:25-37) • Christians should collaborate in service of humanity • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community. 	<ul style="list-style-type: none"> • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area. 	Samaritan Sabbath Shabbat synagogue neighbour respect

U2.6.1. Say what the story of the Good Samaritan teaches about how Christians should live. (RVE)

U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others. (RVE)

U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).

U2.6.4. Talk about respecting the beliefs of people from different communities in their local area. (RVE)



We are His body, living and learning as one.



RE overview Year 3

Unit	Hear	Believe	Celebrate	Live	Key Vocab
3.1	<ul style="list-style-type: none"> • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Gen 2:3). • That the Church teaches that 'Creation is the common work of the Holy Trinity'. • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88. 	<ul style="list-style-type: none"> • God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). • That all human beings are made in God's image and all people have dignity and are created equal. • A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. 	<ul style="list-style-type: none"> • Extracts from a psalm of Creation. • How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si'). 	<ul style="list-style-type: none"> • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • Ways in which people can give thanks for the blessing of Creation, including spending time in prayer. 	Genesis poetry Creator image and likeness dignity equality
<p>U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.</p> <p>U3.1.2. Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE)</p> <p>U3.1.3. Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)</p> <p>U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE)</p> <p>U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>U3.1.6. Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE)</p>					

3.2	<ul style="list-style-type: none"> • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass. • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). • Revisit Lk 1:26-38. 	<ul style="list-style-type: none"> • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus' birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy Spirit. 	<ul style="list-style-type: none"> • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel). 	<ul style="list-style-type: none"> • Some ways that Christians prepare for the coming of Christ during Advent. • Representations in art around the world, connecting to the prophecies of Christ's coming 	Mass Sunday Advent Joseph angel Liturgy of the Word
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- U3.2.1. Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.
- U3.2.2. Give a simple description of how Catholics celebrate the Mass.
- U3.2.3. Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.
- U3.2.4. Recognise how Joseph puts his trust in God when the angel appears.
- U3.2.5. Make links between the angel's message about Jesus and the words of the prophet Isaiah.
- U3.2.6. Recall that angels bring God's message in the gospels of St Matthew and St Luke.

3.3	<ul style="list-style-type: none"> • Cure of the centurion's servant (Matt 8:5-13) or • Cure of a paralytic (Matt 9:1-8) 	<ul style="list-style-type: none"> • Parable of the Sower (Matt 13:4-9) • Parable of the Sower explained (Matt 13:10-17) or • Parable of the yeast (Matt 13:33) or • Parable of the treasure and of the pearl (Matt 13:44-46) • The visit of the Magi (Matt 2:1-12) 	<ul style="list-style-type: none"> • Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus 	<ul style="list-style-type: none"> • About the life of a saint who worked to build the kingdom of God.¹⁵ 	Kingdom of God miracle parable Magi Adoration Epiphany
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- U3.3.1. Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.
- U3.3.2. Show a simple understanding of what the kingdom of God is and is not.
- U3.3.3. 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 and the compassion of Jesus.
- U3.3.4. Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.
- U3.3.5. Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.
- U3.3.6. Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.

3.4	<ul style="list-style-type: none"> • The miracle of the loaves (Matt 14: 13-21). • The last supper (The institution of the Eucharist) (Matt 26: 26-29). • Extracts from a Eucharistic Prayer. 	<ul style="list-style-type: none"> • At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). <p>A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church.</p> <ul style="list-style-type: none"> • The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. • That at the Last Supper Jesus instituted the Eucharist. • People give themselves to Jesus when they receive the Eucharist (Holy Communion). 	<ul style="list-style-type: none"> • Some prayers and responses Catholics say during Mass. • Some prayers and responses Catholics sing during the Eucharistic Prayer. • Some ways people celebrate their first Eucharist (First Holy Communion). 	<ul style="list-style-type: none"> • The ways in which Catholics are called to live Eucharist by following the example of Jesus. • Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany). 	<p>Mass sacrament Eucharist Last Supper communion</p>
<p>U3.4.1. Retell in any form the story of the feeding of the five thousand.</p> <p>U3.4.2. Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.</p> <p>U3.4.3. Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.</p> <p>U3.4.4. Make links between the story of the Last Supper and the Mass, giving reasons for these links.</p> <p>U3.4.5. 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 and become ever more united in his Body the Church (YCfK 74).</p> <p>U3.4.6. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</p> <p>U3.4.7. Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.</p>					
3.5	<ul style="list-style-type: none"> • Road to Emmaus (Lk 24:13-35) • The mission to the world (Matt 28:16-20) • The group of apostles (Mary) (Acts 1:12-14) 	<ul style="list-style-type: none"> • The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the 	<ul style="list-style-type: none"> • That the sign of the cross is the shortest summary of the Christian faith. 	<ul style="list-style-type: none"> • That being a Christian means to share the gospel. • That Christians today continue to follow the example of the apostles and early Church when 	<p>Emmaus Holy Spirit Pentecost concluding rite St Paul</p>

	<ul style="list-style-type: none"> • Early Church (Acts 2:42-47) • Paul's Letter to the Corinthians (1 Cor 11:23-27) 	<p>Body of Christ.</p> <ul style="list-style-type: none"> • There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. • Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. • Mass was celebrated in the early Church. 	<ul style="list-style-type: none"> • That some prayers that reference the Trinity and the work of the Holy Spirit. • That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations 	<p>they gather to say Mass.</p> <ul style="list-style-type: none"> • How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus). • That the mystery of the Trinity is represented symbolically, e.g., Trinity knot. 	discipleship
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U3.5.1. Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.

U3.5.2. Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and 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 and participants in the Christian community).

U3.5.3. Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.

U3.5.4. Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.

U3.5.5. Make connections with the life of the early Church and Catholics gathering for Mass today.

U3.5.6. Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).

Unit	Dialogue	Encounter	Key Vocab
3.6	<ul style="list-style-type: none"> • Exodus 12:1-8,15-20, 13:3 • Lk 22:14-23 • For Christians, the Eucharist is linked with the Jewish celebration of Passover. 	<ul style="list-style-type: none"> • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music. 	Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan

U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).

U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)

U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)



CORPUS CHRISTI
We are His body, living and learning as one.



RE overview Year 4

Unit	Hear	Believe	Celebrate	Live	Key Vocab
4.1	<ul style="list-style-type: none"> The story of Abraham, focusing on the following key texts: The call of Abram (<i>Gen 12:1-5</i>) The Abrahamic covenant (<i>Gen 15:1-6</i>) Abraham and Sarah (<i>Gen 18:1-15</i>) Abraham and Isaac (<i>Gen 22:1-18</i>) (Optional) The story of Joseph, focusing on the following key texts:153 <i>Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</i> The historical, cultural, and religious context out of which Abraham was called. The importance of understanding historical context to appreciate the literal sense of biblical stories. 	<ul style="list-style-type: none"> God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. Abraham is a model of how to pray. 	<ul style="list-style-type: none"> Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.) 	<ul style="list-style-type: none"> The virtues of faith, hope, and love. The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike. 	covenant Abraham Sarah Isaac Joseph forgiveness virtue faith hope love
<p>U4.1.1. Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)</p> <p>U4.1.2. Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.</p> <p>U4.1.3. Show an understanding of the story of Abraham and Isaac (<i>Genesis 22:1-18</i>), recognising the importance of historical context in explaining the meaning of this story then and now.</p> <p>U4.1.4. Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</p> <p>U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</p> <p>U4.1.6. Make links between prayers that show trust in God and the virtues of faith, hope, and love.</p>					

4.2	<ul style="list-style-type: none"> • The miracle of the flour and the oil (1 Kings 17:7-14) • Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 • The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) • Isaiah 40:3 (contained within the gospel accounts) • The ancestry of Jesus (Matt 1:1-17) • The importance of understanding historical context to appreciate the literal sense of biblical stories. • What is meant by 'prophecy'. 	<ul style="list-style-type: none"> • For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. • John the Baptist is sent to prepare the way for Jesus. • In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. • Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe. 	<ul style="list-style-type: none"> • The Feast of Christ the King. • The Jesse tree. • 'He will come again in glory' from the Nicene Creed. 	<ul style="list-style-type: none"> • How Christians prepare for the coming of Christ during Advent. • How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. • How some artists have depicted Jesus Christ as King. 	Advent prophet Elijah John the Baptist Jesse tree Christ the King
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U4.2.1. Describe what a prophet is drawing on Elijah and John the Baptist as examples.

U4.2.2. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.

U4.2.3. Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.

U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.

U4.2.5. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.

U4.2.6. Makes links with the ancestry of Jesus and the Jesse tree.

4.3	<ul style="list-style-type: none"> • Peter's mother-in-law and casting out devils (Matt 8:14-17) • Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) • or Cure of two blind men and cure of a demoniac (Matt 9:27-34) • The Baptist's question (Matt 11:1-15) • Jesus walks on the water and, with him, Peter (Matt 14:22-33) • Peter's profession of faith (Matt 16:13-26) • The importance of understanding historical context and cultural values at the time of the gospels. 	<ul style="list-style-type: none"> • Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. • Jesus is fully God and fully human. We call this belief the incarnation. • Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. • Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the 	<ul style="list-style-type: none"> • Why Catholics pray the Creed at Mass. • How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. 	<ul style="list-style-type: none"> • How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth). 	Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised
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		Sacrament of Reconciliation and the Anointing of the Sick.			
<p>U4.3.1. Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied.</p> <p>U4.3.2. Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.</p> <p>U4.3.3. 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.</p> <p>U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.</p> <p>U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.</p> <p>U4.3.6. 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, and love. (RVE)</p>					
4.4	<ul style="list-style-type: none"> • The lost son (the prodigal) and the dutiful son (Lk 15:11-32) • The Judgement of the Nations (sheep and goats) (Matt 25:31-46) • The events of Holy Week from the gospel of Matthew <p>Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)*</p>	<ul style="list-style-type: none"> • God loves everyone. He can and wants to forgive people's sins. • When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. • Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. 	<ul style="list-style-type: none"> • The works of mercy show Christians how to treat other people. • That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). • Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection. 	<ul style="list-style-type: none"> • The corporal and spiritual acts of mercy. • How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD). 	<p>Lent</p> <p>Holy Week</p> <p>parable</p> <p>sin</p> <p>forgiveness</p> <p>mercy</p>
<p>U4.4.1. Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</p> <p>U4.4.2. Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</p> <p>U4.4.3. Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.</p> <p>U4.4.4. Retell the story of St Peter during Holy Week.</p> <p>U4.4.5. Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</p> <p>U4.4.6. Make simple connections between belonging to the Church and 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).</p>					
4.5	<ul style="list-style-type: none"> • The empty tomb (Jn 20:1-10) • The appearance on the shore of Tiberius (Jn 21:1-19) • The Apostles' Creed 	<ul style="list-style-type: none"> • The Pope is the successor to Peter. • The Church is the People of God. • The Church is apostolic. • The work of the Church is to continue the ministry of Jesus and 	<ul style="list-style-type: none"> • That the Apostles' Creed summarises Christian beliefs. • That May is the special month of Mary. 	<ul style="list-style-type: none"> • Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. 	<p>Church</p> <p>Pope</p> <p>apostles</p> <p>apostolic</p> <p>Creed</p> <p>people of God</p>

		build the Kingdom of God. • Mary is the Mother of the Church and Queen of Heaven.	• Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria.	• Some ways in which the Church today (locally or globally) continues the work of Jesus.	communion of saints Mary, Mother of the Church and Queen of Heaven
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- U4.5.1. Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).
- U4.5.2. Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor.
- U4.5.3. Explain the term 'apostle' and explain why the Church is 'apostolic'.
- U4.5.4. Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.
- U4.5.5. Explain how the one, holy, Catholic, and apostolic Church is structured.
- U4.5.6. Describe some ways in which the Church today (locally or globally) continues the work of Jesus.
- U4.5.7. Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.

Unit	Dialogue	Encounter	Key Vocab
4.6	<ul style="list-style-type: none"> • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,; <ul style="list-style-type: none"> • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. • By the end of this unit of study, pupils will know some ways in which Christians work together for the common good. 	<ul style="list-style-type: none"> • Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs. 	Damascus Liturgy rite Christian Islam Five Pillars of Islam Shahada, Salah, Sawm, Zakat, and Hajj Common good

- U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for Christians. (RVE)
- U4.6.2. Make links between Cor 13:1-7, 13 and the theological virtues.
- U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church.
- U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world.
- U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)
- U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)



CORPUS CHRISTI
We are His body, living and learning as one.



RE overview Year 5

Unit	Hear	Believe	Celebrate	Live	Key Vocab
5.1	<p>The Moses story, focusing on the two key events of the call and the covenant:</p> <ul style="list-style-type: none"> • The Burning Bush (Ex 3:1-15) • The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40) 	<ul style="list-style-type: none"> • A covenant is a binding agreement between God and human beings, which makes them his people. • God made several covenants throughout history - with Noah, Abraham, Moses, and David. • God gives the Ten Commandments to help human beings live good and happy lives. • That Jesus teaches that the most important commandments are to love God and to love other people. • Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321) 	<ul style="list-style-type: none"> • That sin is the deliberate spoiling of our friendship with God and each < other. • We can develop habits that will help us accomplish what is good. These habits are called virtues. • Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love. 	<ul style="list-style-type: none"> • Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). • What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)). 	<p>covenant Moses Exodus Sinai Commandments virtues grace</p>

- U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).
- U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).
- U5.1.3. 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.
- U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.

U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
 U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)

5.2	<ul style="list-style-type: none"> • Scripture passages that speak of David's life and importance: • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king • 2 Samuel 7: 8-15 God's covenant with David • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23 	<ul style="list-style-type: none"> • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (see Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer. 	<ul style="list-style-type: none"> • Some words of Psalm 23 to speak or sing. • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. 	<ul style="list-style-type: none"> • Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). • How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.). 	Samuel David anointing antiphon psalm Advent
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U5.2.1. Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.
 U5.2.2. 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.
 U5.2.3. Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.
 U5.2.4. Recognise that David is a model of prayer, referencing one of the psalms.
 U5.2.5. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.

5.3	<ul style="list-style-type: none"> • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) 	<ul style="list-style-type: none"> • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. 	<ul style="list-style-type: none"> • A petition is a form of prayer. • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus' great commandment. 	<ul style="list-style-type: none"> • That the virtues of faith, hope and love help Christians to live out the Beatitudes. • Examples of some artists who have imagined the Transfiguration. 	Beatitude sermon petition Transfiguration Our Father virtue
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- U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.
- U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.
- U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.
- U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.
- U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.
- U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.

5.4	<ul style="list-style-type: none"> • A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • Temptation in the Wilderness (Matt 4:1-11) • The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57) 	<ul style="list-style-type: none"> • Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted. • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. • Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience. • The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God. 	<ul style="list-style-type: none"> • What the ashes on Ash Wednesday symbolise. • A simple examen and/or act of contrition. • The Sorrowful Mysteries of the Rosary. 	<ul style="list-style-type: none"> • Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. • What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands. 	<ul style="list-style-type: none"> Ash Wednesday Lent sin deadly sin fasting prayer conscience death judgement heaven hell
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- U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
- U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and 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.
- U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.
- U5.4.4. Use specialist vocabulary to describe the term 'conscience'. (RVE)
- U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
- U5.4.6. 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.
- U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.

5.5	<ul style="list-style-type: none"> • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16) 	<ul style="list-style-type: none"> • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture. 	<ul style="list-style-type: none"> • The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection. • 'Come Holy Spirit, fill the hearts of your faithful' prayer. 	<ul style="list-style-type: none"> • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others. 	<ul style="list-style-type: none"> confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace
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- U5.5.1. Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.
- U5.5.2. Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.
- U5.4.3. Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.
- U5.5.4. Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.
- U5.5.5. Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.
- U5.5.6. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.

Unit	Dialogue	Encounter	Key Vocab
5.6	<ul style="list-style-type: none"> • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. 	<ul style="list-style-type: none"> • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/). • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel - the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case. 	<ul style="list-style-type: none"> Old Testament New Testament Bible Tanakh Shema Mezuzah

U5.6.1. Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.

U5.6.2. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.

U5.6.3. Know that the Bible is translated from different languages into many languages. (RVE)

U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)

U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.



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RE overview Year 5

Unit	Hear	Believe	Celebrate	Live	Key Vocab
6.1	<ul style="list-style-type: none"> • The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19) • Jn 1:1-5, 16-18 • The Nicene Creed • Laudato Si' 66-67 • The literary forms employed in the Genesis account. • The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159). 	<ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. 	<ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. 	<ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). 	<ul style="list-style-type: none"> Creation Fall Eden evolution baptism salvation

- U6.1.1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE)
- U6.1.2. Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.
- U6.1.3. Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.
- U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.
- U6.1.5. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66.

U6.1.6. 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 John (1:1-5, 16-18) and the Nicene Creed.

U6.1.7. 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 and they do not see any conflict between their faith and science. (RVE)

6.2	<ul style="list-style-type: none"> • Old Testament passages that show the importance of women in salvation history, e.g.: • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther • Lk 1: 26-56: Mary as the fulfilment of Old Testament promises • The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation. 	<ul style="list-style-type: none"> • The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, <i>General Audience</i>, 27 March 1996). • Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan. 	<ul style="list-style-type: none"> • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat. 	<ul style="list-style-type: none"> • Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor). 	<p>salvation history fulfilment Old Testament Lucan Matthean protagonists Mary, Mother of God Magnificat religious order</p>
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U6.2.1. 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 and 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; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther

U6.2.2. 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 relevant links with the stories of some key women from the Old Testament.

U6.2.3. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and 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).

U6.2.4. Use theological language to describe and explain the belief that Mary became the 'Mother of God'.

U6.2.5. Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.

U6.2.6. Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.

6.3	<ul style="list-style-type: none"> • The Wedding at Cana (Jn 2:1-12) • Healing the official's son (Jn 4:46-54) • Healing the man at Bethesda (Jn 5:1-47) • Feeding the 5000 (Jn 6:1-4) • Walking on water (Jn 6:15-21) • Healing the Blind Man (Jn 9:1-41) • Raising of Lazarus (Jn 11:1-57) • 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25) 	<ul style="list-style-type: none"> • God inspired the authors of Sacred Scripture. • Scripture is understood literally and spiritually. • Mary prays and asks Jesus for help at Cana. • The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. 	<ul style="list-style-type: none"> • The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through they Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105). • Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied. 	<ul style="list-style-type: none"> • How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. • How their local parish community (Parish priest and laity) hand on the teaching of Jesus. 	Cana Bethesda Lazarus sacraments
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- U6.3.1. Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE)
- U6.3.2. Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.
- U6.3.3. Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.
- U6.4.4. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.
- U6.3.5. Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
- U6.3.6. Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.

6.4	<ul style="list-style-type: none"> • The anointing at Bethany (Jn 12:1-11) • Jesus washes his disciples' feet (Jn 13:1-17) • First farewell discourse (Jn 13:33-38) • The arrest of Jesus (Jn 18:1:11) • Jesus before Pilate (Jn 18:28-40, 19:4-6) 	<ul style="list-style-type: none"> • At the Last Supper Jesus showed his love by washing his disciples' feet. • Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. (See Article 4 Apostles' 	<ul style="list-style-type: none"> • That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles. • The Stations of the Cross are a prayerful reflection on Christ's journey to the cross. 	<ul style="list-style-type: none"> • The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. • Explore different representations of the Stations of the Cross or prayers of the stations in 	Bethany anoint discourse Pilate Crucifixion Holy Week Stations of the Cross
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	<ul style="list-style-type: none"> • The Crucifixion (Jn 19:17-22) • Jesus and his mother (Jn 19:25-27) • The death of Jesus (Jn 19:28-37) 	<p>Creed.)</p> <ul style="list-style-type: none"> • Mary is the mother of all Christians. 		<p>different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes.</p> <ul style="list-style-type: none"> • Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach. 	
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- U6.4.1. Show an understanding of the account of Holy Week in the gospel of John.
- U6.4.2. Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed.
- U6.4.3. Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.
- U6.4.4. Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.
- U6.4.6. 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.

6.5	<ul style="list-style-type: none"> • The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) • Appearances to the disciples Jn 20:19-31 • Conclusion (Jn 20: 30-31) • Christians believe in the Resurrection (1 Cor 15:14) • Jesus as the last Adam (1 Cor 15:45-49) • The story of Stephen (Acts 6:8-15, 7:51-60) 	<ul style="list-style-type: none"> • Christians believe Jesus rose from the dead. (See Article 5, the Apostles' Creed.) • The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive. • The Resurrection is the work of the Holy Trinity. • All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation. • Some Christians die for their faith, this is called martyrdom. 	<ul style="list-style-type: none"> • How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people. • Some age-appropriate examples of the Act of Faith, Hope and Love prayers. 	<ul style="list-style-type: none"> • Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps). • The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Missio. 	<p>Adam Mary Magdala Resurrection martyr witness saint charity</p>
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- U6.5.1. Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (RVE)
- U6.5.2. Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.
- U6.5.3. Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.
- U6.5.4. Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.
- U6.5.5. Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.

U6.5.6. Describe how one charity studied witnesses its Christian faith through its work. (RVE)

Unit	Dialogue	Encounter	Key Vocab
6.6	<ul style="list-style-type: none"> • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. 	<ul style="list-style-type: none"> • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism). 	<p>dialogue worldview Catholic Social Teaching</p>

U6.6.1. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. (RVE)

U6.6.2. Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE)

U6.6.3. Use the term 'worldviews' and understand its meaning, giving simple examples. (RVE)

U6.6.4. Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (RVE)