




RE Progression at St Pius X Catholic Primary School




Progression of skills:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:

	Understand 	Discern 	Respond 
	The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:		
Driver words and phrases	<ul style="list-style-type: none"> • Recognise... texts, beliefs, rites, ways of life. • Name... • Remember... • Recall... • Retell... • Describe... • Make links... • Explain... • Show understanding... • Interpret within a historical context... 	<ul style="list-style-type: none"> • Play with possibilities, asking 'what if?' questions. • Say what they wonder about. • Recognise similarities and differences. • Point out what is the same and what is different. • Express a point of view or a preference. • Listen to different viewpoints. • Support a preference with reasons. • Explain differences. • Construct arguments. • Weigh strengths and weaknesses. • Arrive at justified conclusions. • Recognise complexity with reference to different interpretations and historical context. 	<ul style="list-style-type: none"> • Talk about their own feelings and experiences. • Respond personally to questions that are difficult to answer. • Make links between their own feelings and beliefs and their behaviour or way of life. • Compare their own and other peoples' responses. • Explain differences of belief and ways of life with reference to religious commitments. • Critically reflect on their own beliefs and ways of life in response to dialogue with others. • Respond with integrity to personal conclusions about questions of value and meaning.


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand	<ul style="list-style-type: none"> - Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. - Correctly use religious words and phrases to recognise features of religious life and practice. - Recognise links and simple connections between sources, beliefs, worship and life. 			<ul style="list-style-type: none"> - Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today. - Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings. - Make links between sources, beliefs, worship, and life, giving reasons for the links. 		<ul style="list-style-type: none"> - Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. - Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. - Show understanding of sources, beliefs, worship, and life, by making relevant links between them. 	
Discern	<ul style="list-style-type: none"> - Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. - Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. - Express a point of view with a relevant reason. - Express a preference with a relevant reason. - Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others. 			<ul style="list-style-type: none"> - Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. - Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) - Express a point of view with reasons that relate to sources/experiences. - Express a judgement with relevant reasons, having considered different preferences. - Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose. 		<ul style="list-style-type: none"> - Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. - Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) - Appreciate differing points of view are not all equally valid. - Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. - Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features. 	
Respond	<ul style="list-style-type: none"> - Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings and the things that matter to them, and listen to others. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning 			<ul style="list-style-type: none"> - Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning. 		<ul style="list-style-type: none"> - Reflect on the meaning of what they have learned for their own lives. Compare their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the way in which this may lead to different ways of life. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning. 	

Progression of Knowledge:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hear 							
Revelation	<ul style="list-style-type: none"> - Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, Our Father, who made heaven and Earth. - Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. - Identify some of the people that encounter Jesus and recognise that he is special. 			<ul style="list-style-type: none"> - Recall that angels bring God's message in the gospels of St Matthew and St Luke. - 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. - 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. - 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. 		<ul style="list-style-type: none"> - 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)). - Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah. - Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit. 	
Sacred Scripture	<ul style="list-style-type: none"> - 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. - Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. - Know that psalms are a different literary form in scripture. U2.1.2 Retell, in any form, some of the stories they have heard, recognising these are religious accounts. - Begin to recognise 'parables' as a literary form in scripture with reference to how Jesus uses them to teach people about God. - 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. - Recognise that St Paul wrote letters. 			<ul style="list-style-type: none"> - Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like. - Retell one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God. - Make links between the scripture sources and what happens at Mass. - Recall that we learn about the life of Jesus in the gospels and 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). - Make links between Exodus (12:1-8,15-20, 13:3), the account of the Last Supper in Luke (22:14-23), and what happens at Mass. 		<ul style="list-style-type: none"> - Show an understanding of scripture passages that speak of David's life, recognising the intended audience and 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 and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and psalms. - 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. - Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible. 	

			<ul style="list-style-type: none"> - Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry. - Show an understanding of a passage of Old Testament scripture that shows the importance of women in salvation history, recognising authorial intention and historical context. - 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). - Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. - Show understanding of the scripture passages studied, identifying literary forms and authorial intention. - Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.
Creation and Fall	Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form.	<ul style="list-style-type: none"> - Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. - Describe how either a psalm or a prayer they have studied praises Creation. 	<ul style="list-style-type: none"> - 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'. - 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.
Covenant	Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow.	<ul style="list-style-type: none"> - Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. - Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. 	<ul style="list-style-type: none"> - 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)). - 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. - 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.

Prophecy	<ul style="list-style-type: none"> - Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. - Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born 	<ul style="list-style-type: none"> - Describe what a prophet is, drawing on Elijah and John the Baptist as examples. - Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. - 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 	<p>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:</p> <ul style="list-style-type: none"> • 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): Esthe <p>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.</p> <p>Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the stories of the women of the Old Testament. Contrast Luke 1:26-56 with the authorial focus in Matthew's account (Matthew 1:18-25).</p>
The Good News of redemption	<ul style="list-style-type: none"> - Retell, in any form, one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke. - Sequence St Luke's account of the infancy of Jesus and recognise the significance of an angelic presence. - 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. - Retell, in any form, the story of John the Baptist and the baptism of Jesus. - Correctly sequence the narrative and the last week of Jesus' life from the Gospel of St Luke. - Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1). - Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. 	<ul style="list-style-type: none"> - Show a simple understanding of what the Kingdom of God is and is not. - Retell in any form the story of the feeding of the five thousand. - 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. - Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness. - 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. 	<ul style="list-style-type: none"> - 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. - Show an understanding of the account of Holy Week in the Gospel of John. U6.4.1 Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed. - Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions. - Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday

<p><u>Believe</u></p> 			
<p>The triune of God</p>		<ul style="list-style-type: none"> - 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. - Make relevant links between the belief that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer. 	<p>Describe the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.</p>
<p>Jesus Christ</p>	<ul style="list-style-type: none"> - Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. - Recognise that angels bring God's message and are a sign that Jesus is the Son of God. - Recognise that the Church teaches that Jesus suffered, died, and rose again. - Begin to recognise that the miracles of Jesus are signs that he is the Son of God 	<ul style="list-style-type: none"> - 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. - 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. - Describe how Jesus showed his love at the Last Supper. - 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 and signs that he is the Messiah. - 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). - Describe some ways in which the Church today (locally or globally) continues the work of Jesus. 	<ul style="list-style-type: none"> - Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah. - Use specialist religious vocabulary to make links between one of the 'I am' statements in St John's Gospel and Christian beliefs about Jesus. - Show an understanding of the account of Holy Week in the Gospel of John. - Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed. - Make links between the account of Jesus washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions. - Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday. - Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.
<p>The Holy Spirit</p>	<ul style="list-style-type: none"> - Know about the events at Pentecost. - Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22) and name the fruits of the Holy Spirit. 	<ul style="list-style-type: none"> - 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. - Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit. 	<ul style="list-style-type: none"> - 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. - Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some

			<p>of the fruits of the Spirit.</p> <ul style="list-style-type: none"> - Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.
The Holy Catholic Church	<p>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).</p>	<ul style="list-style-type: none"> - 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. - Make connections with the life of the early Church and Catholics gathering for Mass today. - Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of Pope as Peter's successor. - Explain the term 'apostle' and explain why the Church is 'apostolic'. 	<ul style="list-style-type: none"> - Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations. - Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.
The Blessed Virgin Mary and the saints	<ul style="list-style-type: none"> - Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. - Recognise that the Church teaches Mary is the Mother of God who prays for them and with them. - Retell the story of the Conversion of Saul. - 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. - Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers 	<ul style="list-style-type: none"> - Recognise how Joseph puts his trust in God when the angel appears. - Retell the story of St Peter during Holy Week. - Explain how the one, holy, catholic, and apostolic Church is structured. - 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. - Describe some facts about the life of St Paul and explain why he is an important figure for Christians. - Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means. 	<ul style="list-style-type: none"> - 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-it with the authorial focus in Matthew's account (Matt 1:18-25). - Use theological language to describe and explain the belief that Mary became the 'Mother of God'. - 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.
Salvation and eternal life	<p>Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p>	<ul style="list-style-type: none"> - Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God. - Describe how the groups that make up the Church are organised and recognise that the Church includes all those who have died as well as people who are living in a communion of saints. 	<ul style="list-style-type: none"> - Simply describe Catholic beliefs in the last things: death, judgement, heaven, and hell. - Recognise that the words of St Paul (1 Cor 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.

Celebrate



Prayer

- Recognise that prayer is a way of drawing closer to God, become familiar with the sign of the cross and Our Father.
- Match the first words of the Hail Mary with the words of the Angel Gabriel.
- 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.
- Recognise that Christians believe the Holy Spirit opens their heart to God and helps them to pray and develop habits of good behaviour towards themselves and other people.

- Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.
- 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.
- Make links between prayers that show trust in God and the virtues of faith, hope, and love.
- Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians

- Recognise that David is a model of prayer, referencing one of the psalms.
- Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.
- Know that the Rosary is a prayerful reflection on the life of Christ.
- Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.
- 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.

Liturgy and sacrament

Know that psalms are prayed/sung to praise God.

- Give a simple description of how Catholics celebrate the Mass.
- 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.
- Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.
- Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.
- Make connections with the life of the early Church and Catholics gathering for Mass today.

- Use specialist theological vocabulary to make links between each of the miraculous signs in St John's Gospel and Christian beliefs about Jesus, including some of the sacraments.
- Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.


Sacraments of initiation

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



Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist (First Holy Communion).

- Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of Confirmation.
- Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.
- Explain some Christian beliefs about the Sacrament of Baptism.

Eucharist		<ul style="list-style-type: none"> - Make links between the story of the Last Supper and the Mass, giving reasons for these links. - 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). - Make connections with the life of the early Church and Catholics gathering for Mass today 	<ul style="list-style-type: none"> - Know the seven sacraments of the Catholic faith and 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 and why they are a part of sacramental celebrations. - Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.
Sacraments of healing	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.	Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today.	<ul style="list-style-type: none"> - Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church. - Use specialist theological vocabulary to make links between each of the miraculous signs in St John's Gospel and Christian beliefs about Jesus, including some of the sacraments. - Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.
Other liturgies and sacramentals	<ul style="list-style-type: none"> - Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for 40 days in Lent. - Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start. - Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holy days. - Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass. 	<ul style="list-style-type: none"> - Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. - Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated 	Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.

<p><u>Live</u></p> 			
<p>Dignity of the human person</p>	<p>Say what the story of the Good Samaritan teaches about how Christians should live</p>	<p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean.</p>	
<p>Freedom, conscience, and virtue</p>	<p>Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</p>	<ul style="list-style-type: none"> - Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. - Make links between 1 Cor 13:1-7, 13 and the theological virtues. 	<ul style="list-style-type: none"> - Know that a virtue is a positive habit that helps people live a good life. - Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes. - Use specialist vocabulary to describe the term 'conscience'.
<p>Law, grace and sin</p>		<p>Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</p>	<ul style="list-style-type: none"> - Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel. - Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. - Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other. - Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. - Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law as a parable and Jesus' summary of the law and lessons for Christian life today. - Make simple links between the Beatitudes and the Ten Commandments. - Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life. - Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation. - 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. U6.1.5
Catholic Social Teaching	<ul style="list-style-type: none"> - Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'. - 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. 	<ul style="list-style-type: none"> - 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. - Describe stewardship by making simple links between Gen 1:26-31 and people's actions today 	<ul style="list-style-type: none"> - Make links with the term 'stewardship'. - Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. - 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. - Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching
Faith and life	<ul style="list-style-type: none"> - 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. - 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. - Recognise that Lent is a time for reconciliation and forgiveness 	<ul style="list-style-type: none"> - 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). - Make connections with the life of the early Church and Catholics gathering for Mass today. U3.5.5 Make links with the ancestry of Jesus and the Jesse tree. - 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. - 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). - Describe some ways in which the Church today (locally or globally) continues the work of Jesus 	<ul style="list-style-type: none"> - 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. - 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, Lemaître, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. - 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. - 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. - Describe some ways Christians work together with people of different worldviews to promote the common good

<p>Dialogue</p> 	<ul style="list-style-type: none"> - Know that Christian means follower of Jesus Christ. - Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. - Recognise simple connections between Jesus' life and message and how Christians live today. - Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief. - Say what the story of the Good Samaritan teaches about how Christians should live. - Describe an initiative Christians work on together locally and/or globally in the service of others. 	<ul style="list-style-type: none"> - Describe some facts about the life of St Paul and explain why he is an important figure for Christians. - Make links between Cor 13:1-7, 13 and the theological virtues. - Recount some facts about a different liturgical tradition within the Catholic Church. - Recognise some reasons why different liturgical rites happen 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). 	<ul style="list-style-type: none"> - 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. - Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible. - Know that the Bible is translated from different languages into many languages. - Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. - Describe some ways Christians work together with people of different worldviews to promote the common good. - Define the term 'worldviews' and its meaning, giving simple examples
<p>Encounter</p> 	<ul style="list-style-type: none"> - 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). - 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). - Talk about respecting the beliefs of people from different communities in their local area 	<ul style="list-style-type: none"> - Make links between Exodus (12:1-8, 15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). - 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. - Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., what the holy month of Ramadan means to British Muslims and the importance of fasting in Islam). - Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. 	<ul style="list-style-type: none"> - 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. - Recognise links and simple connections between some Dharmic beliefs, practices, and ways of life, making links between them.