St Gregory's Catholic Primary School

Curriculum Content Skills and Knowledge Progression Document

Loving all, Like Jesus, We Flourish Together

Year 1 – Branch 1 – Creation and Covenant

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D1.1.1.	Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.
D1.1.2.	Talking about why caring for God's world matters for them and their local community. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.1.1.	Reflecting on what the words of the Our Father and the opening words of the Creed say to them.
R1.1.2.	Reflecting on different ways to pray.
R1.1.3.	Listening to stories from different communities and their experiences about how they care for the world. (RVE)
R1.1.4.	Talking about how they can care for God's world. (RVE)

Key vocabulary
God
Father
Creation
Pope Francis
Laudato Si'
Our Father
Creed

Year 1 – Branch 2 – Prophecy and Promise

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D1.2.1.	Talking about why the shepherds saw angels when Jesus was born.
D1.2.2.	Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.
D1.2.3.	Exploring artistic representations of the nativity story from around the world. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.2.1.	Hearing and beginning to join in with the words of the Hail Mary.
R1.2.2.	Singing or saying the first words of the Gloria.
R1.2.3.	Talking about how Christians in their local community celebrate the birth of Jesus. (RVE)

Key vocabulary
Jesus
Bible
Annunciation
angels
Visitation
Hail Mary
Gloria

Year 1 – Branch 3 – Galilee to Jerusalem

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D1.3.1.	Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.
D1.3.2.	Listening to the stories and experiences of how people celebrate Candlemas.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.3.1.	Reflecting on what the Good News might mean for them.
R1.3.2.	Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities. (RVE)
R1.3.3.	Reflecting on how Jesus cares for other people and what they can learn from his actions.

Key vocabulary
Presentation
Temple
mission
Son of God
light
Candlemas

Year 1 – Branch 4 – Desert to Garden

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D1.4.1.	Asking 'I wonder' questions about the story of the last week of Jesus' life.
D1.4.2.	Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.4.1.	Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
R1.4.2.	Considering what they might give up and choose to do to help others. (RVE)
R1.4.3.	Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection.

Key vocabulary
Temptation
Last Supper
Crucifixion
Resurrection
Ash Wednesday
Palm Sunday
Lent
Easter
Family Fast Day

Year 1 – Branch 5 – To the ends of the Earth

Expected outcomes	
 **Understand** By the end of this unit of study, pupils will be able to:	
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)
 **Discern** By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:	
D1.5.1.	Imagining how the apostles felt during the events following the Resurrection.
D1.5.2.	Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).
D1.5.3.	Looking at and discussing ways the Holy Spirit is described in art or music. (RVE)
D1.5.4.	Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures. (RVE)
 **Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.5.1.	Thinking about why prayer is an important part of life for many people. (RVE)
R1.5.2.	Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.
R1.5.3.	Considering how Christians announce the Gospel to others through their words and actions.

Key vocabulary
Emmaus
Holy Spirit
Ascension
Pentecost
Church
Glory Be
Gospel

Year 1 – Branch 6 – Dialogue and Encounter

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D1.6.1	Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE)
D1.6.2.	Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).
D1.6.3.	Asking questions about the stories and experiences of Jewish people. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.6.1.	Considering how Christians in their local parish community could work together to help people. (RVE)

Key vocabulary
Christian
Church
parish
community
sign of the cross
Jew
Jewish/Judaism
Torah

Year 2 – Branch 1 – Creation and Covenant

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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).
U2.1.2.	Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.
U2.1.3.	Understand the term 'stewardship' and what it means for caring for God's world.
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.
U2.1.5.	Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D2.1.1.	Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.
D2.1.2.	Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah.
D2.1.3.	Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.1.1.	Considering what they could do to care for God's world in their own lives and in the life of their local community. (RVE)
R2.1.1.	Reflecting on the gift of Creation (awe and wonder). (RVE)
R2.1.2.	Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.

Key vocabulary
God
Noah
covenant
sin
psalm
sacraments
baptism
Father
Bible
Old Testament/New Testament

Year 2 – Branch 2 – Prophecy and Promise

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:
D2.2.1.	Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.
D2.2.2.	Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.
D2.2.3.	Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)
D2.2.4.	Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.2.1.	Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent[147] or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE)
R2.2.2.	Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).

Key vocabulary
Advent
Advent wreath
Annunciation
Isaiah
John the Baptist
Magnificat
prophet
Zechariah

Year 2 – Branch 3 – Galilee to Jerusalem

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D2.3.1.	Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.
D2.3.2.	Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.
D2.3.3.	Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.3.1.	Reflecting on what it feels like to say sorry and to be forgiven. (RVE)
R2.3.2.	Talking about ways they and others show that they are sorry. (RVE)
R2.3.3.	Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow).

Key vocabulary	
baptism	sin
John the Baptist	sorrow
miracle	forgiveness
parable	reconciliation
temptation	

Year 2 – Branch 4 – Desert to Garden

Learning outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D2.4.1.	Looking at works of art to recall the story of Holy Week studied in the previous year.
D2.4.2.	Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.
D2.4.3.	Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.
D2.4.4.	Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.4.1.	Thinking about what forgiveness means to them. (RVE)
R2.4.2.	Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (RVE)
R2.4.3.	Reflecting on how Jesus teaches people to forgive.

Key vocabulary
Easter Vigil
forgiveness
Kyrie Eleison
reconciliation
sin

Year 2 – Branch 5 – To the ends of the Earth

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
D2.5.1.	Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.
D2.5.2.	Saying what they wonder about the fruits of the Holy Spirit.
D2.5.3.	Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity'). (RVE)
D2.5.4.	Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.5.1.	Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.
R2.5.2.	Considering why many people pray and share stories of prayer from different religious communities as appropriate. (RVE)
R2.5.3.	Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.

Key vocabulary	
Holy Spirit	peace
Ascension	patience
Pentecost	kindness
Saul	generosity
prayer	faithfulness
Fruits of the Spirit	gentleness
love	self-control
joy	

Year 2 – Branch 6 – Dialogue and Encounter

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D2.6.1.	Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' (RVE)
D2.6.2.	Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen.
D2.6.3.	Listening to the stories and experiences of others from different communities in the class and the wider community. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R2.6.1.	Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. (RVE)
R2.6.2.	Reflecting on how communities could be transformed if people acted as good neighbours. (RVE)

Key vocabulary
Samaritan
Sabbath
Shabbat
synagogue
neighbour
respect

Year 3 – Branch 1 – Creation and Covenant

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
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)
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)
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)
U3.1.5.	Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D3.1.1.	Imagining how caring for the world could change the world for the better.
D3.1.2.	Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE)
D3.1.3.	Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). (RVE)
D3.1.4.	Wondering why the author of the first story of Creation suggests a holy day. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R3.1.1.	Making connections between experiences where people have not been treated equally and how this felt. (RVE)
R3.1.2.	Spending time wondering about the blessings of Creation in their own lives. (RVE)
R3.1.3.	Reflecting on the prayerful words studied that give thanks for Creation. (RVE)

Key vocabulary
Genesis
poetry
Creator
image and likeness
dignity
equality

Year 3 – Branch 2 – Prophecy and Promise

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D3.2.1.	Talking, asking, and answering questions about their experiences of liturgies and the Mass.
D3.2.2.	Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.
D3.2.3.	Talking, asking, and answering questions about Joseph and Mary trusting in God.
D3.2.4.	Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R3.2.1.	Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.
R3.2.2.	Reflecting on what Sunday Mass means for Christians.

Key vocabulary
Mass
Sunday
Advent
Joseph
angel
Liturgy of the Word

Year 3 – Branch 3 – Galilee to Jerusalem

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D3.3.1.	Asking and answering questions about the feelings of the characters in one of the stories studied. (RVE)
D3.3.2.	Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.
D3.3.3.	Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R3.3.1.	Considering how people could build the kingdom with reference to the life of a saint.
R3.3.2.	Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.

Key vocabulary
Kingdom of God
miracle
parable
Magi
Adoration
Epiphany

Year 3 – Branch 4 – Desert to Garden

Expected outcomes	
 **Understand** By the end of this unit of study, pupils will be able to:	
U3.4.1.	Retell in any form the story of the feeding of the five thousand.
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.
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.
U3.4.4.	Make links between the story of the Last Supper and the Mass, giving reasons for these links.
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).
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.
U3.4.7.	Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.
 **Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D3.4.1.	Wondering about the words of the offertory prayer and the story of Creation.
D3.4.2.	Exploring some different cultural practices associated with Holy Week.
 **Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:	
R3.4.1.	Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.
R3.4.2.	Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings. (RVE)
R3.4.3.	Reflecting on what their learning means for their life. (RVE)

Key vocabulary
Mass
sacrament
Eucharist
Last Supper
communion

Year 3 – Branch 5 – To the ends of the Earth

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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).
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D3.5.1.	Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus. (RVE)
D3.5.2.	Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.
D3.5.3.	Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R3.5.1.	Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.
R3.5.2.	Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.

Key vocabulary
Emmaus
Holy Spirit
Pentecost
concluding rite
St Paul
discipleship

Year 3 – Branch 6 – Dialogue and Encounter

Expected outcomes	
 **Understand** By the end of this unit of study, pupils will be able to:	
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)
 **Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D3.6.1.	Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.
D3.6.2.	Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)
D3.6.3.	Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)
 **Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:	
R3.6.1.	Reflecting on the meaning of what they have learned for their own lives. (RVE)
R3.6.2.	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)

Key vocabulary
Passover
unleavened
Exodus
Muslim
Islam
Ramadan
Sawm
adhan

Year 4 – Branch 1 – Creation and Covenant

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
U4.1.2.	Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.
U4.1.3.	Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.
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.
U4.1.5.	Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.
U4.1.6.	Make links between prayers that show trust in God and the virtues of faith, hope, and love.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.1.1.	Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889).
D4.1.2.	Explaining why they think Abraham is seen as a model of prayer.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.1.1.	Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)
R4.1.2.	Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)
R4.1.3.	Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.

Key vocabulary	
covenant	forgiveness
Abraham	virtue
Sarah	faith
Isaac	hope
Joseph	love

Year 4 – Branch 2 – Prophecy and Promise

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.2.1.	Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference.
D4.2.2.	Talking about the type of king they think Jesus would be and give reasons for their answers.
D4.2.3.	Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.2.1.	Reflecting on how Elijah and John the Baptist's words speak to people today.
R4.2.2.	Reflecting on what it means to be a good leader and talk to others about their ideas. (RVE)

Key vocabulary
Advent
prophet
Elijah
John the Baptist
Jesse tree
Christ the King

Year 4 – Branch 3 – Galilee to Jerusalem

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
U4.3.1.	Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied.
U4.3.2.	Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.
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.
U4.3.4.	Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.
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.
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.3.1.	Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today.
D4.3.2.	Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.3.1.	Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE)
R4.3.2.	Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities? (RVE)

Key vocabulary
Messiah
Christ
incarnation
kingdom
Sacrament of the Sick
Nicene Creed
marginalised

Year 4 – Branch 4 – Desert to Garden

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
U4.4.2.	Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.
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.
U4.4.4.	Retell the story of St Peter during Holy Week.
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.
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).
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.4.1.	Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.
D4.4.2.	Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.
D4.4.3.	Making connections between being a Christian and choosing to live out the 'Works of Mercy'. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.4.1.	Reflecting on 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 and the inspiration they offer for their life. (RVE)
R4.4.2.	Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities. (RVE)
R4.4.3.	Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness. (RVE)

Key vocabulary
Lent
Holy Week
parable
sin
forgiveness
mercy

Year 4 – Branch 5 – To the ends of the Earth

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.5.1.	Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake.
D4.5.2.	Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus.
D4.5.3.	Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.5.1.	Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today.
R4.5.2.	Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus.
R4.5.3.	Reflecting on how Christian communities continue the work of Jesus in the community where they live. (RVE)

Key vocabulary
Church
Pope
apostles
apostolic
Creed
people of God
communion of saints
Mary, Mother of the Church and Queen of Heaven

Year 4 – Branch 6 – Dialogue and Encounter

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D4.6.1.	Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.
D4.6.2.	Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE)
D4.6.3.	Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R4.6.1.	Discussing the meaning of what they have learned for their own lives. (RVE)
R4.6.2.	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. (RVE)
R4.6.3.	Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE)

Key vocabulary
Damascus
Liturgy
rite
Christian
Islam
Five Pillars of Islam
Shahada, Salah, Sawm, Zakat, and Hajj
Common good

Year 5 – Branch 1 – Creation and Covenant

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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)
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.1.1.	Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)
D5.1.2.	Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)
D5.1.3.	Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.1.1.	Reflecting on the words and images used to describe Moses' encounter with God.
R5.1.2.	Reflecting on what makes them truly happy. (RVE)
R5.1.3.	Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).
R5.1.4.	Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)

Key vocabulary
covenant
Moses
Exodus
Sinai
Commandments
virtues
grace

Year 5 – Branch 2 – Prophecy and Promise

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.2.1.	Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities? (RVE)
D5.2.2.	Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.
D5.2.3.	Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.2.1.	Reflecting on your understanding of David and the idea of a leader as a shepherd.
R5.2.2.	Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. (RVE)
R5.2.3.	Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent. (RVE)

Key vocabulary
Samuel
David
anointing
antiphon
psalm
Advent

Year 5 – Branch 3 – Galilee to Jerusalem

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.3.1.	Expressing a point of view about Jesus' great commandment as a rule for life.
D5.3.2.	Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.
D5.3.3.	Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.3.1.	Reflecting on the mystery of the Transfiguration.
R5.3.2.	Reflecting on why Jesus invites us to call God 'Father'.
R5.3.3.	Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.
R5.3.4.	Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE)

Key vocabulary
Beatitude
sermon
petition
Transfiguration
Our Father
virtue

Year 5 – Branch 4 – Desert to Garden

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.4.1.	Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?
D5.4.2.	Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.4.1.	Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change. (RVE)
R5.4.3.	Reflecting on the meaning of what they have learned for their own lives. (RVE)

Key vocabulary
Ash Wednesday
Lent
sin
deadly sin
fasting
prayer
conscience
death
judgement
heaven
hell

Year 5 – Branch 5 – To the ends of the Earth

Expected outcomes	
	**Understand** By the end of this unit of study, pupils will be able to:
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.
U.5.5.2.	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.
	**Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D5.5.1.	Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.
D5.5.2.	Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.
D5.5.3.	Consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.
	**Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:
R5.5.1.	Reflecting on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today.
R5.5.2.	Reflecting on how they can use their gifts to make a better world. (RVE)
R5.5.3.	Considering the gifts and virtues Christians need to be disciples today.

Key vocabulary
confirmation
discipleship
Holy Spirit
anoint
chrism
Bishop
baptismal grace

Year 5 – Branch 6 – Dialogue and Encounter

Expected outcomes	
 **Understand** By the end of this unit of study, pupils will be able to:	
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.
 **Discern** By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D5.6.1.	Asking 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.
D5.6.2.	Exploring the place of Sacred Scripture in Jewish life today. (RVE)
D5.6.3.	Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)
 **Respond** During this unit of study, pupils will be invited to respond to their learning, for example by:	
R5.6.1.	Reflecting on the books that matter to them in their lives. (RVE)
R5.6.2.	Talking to others about their sacred texts and why they matter. (RVE)
R5.6.3.	Thinking and talking about ways of showing respect for sacred texts. (RVE)

Key vocabulary
Old Testament
New Testament
Bible
Tanakh
Shema
Mezuzah