

R.E. KEY LEARNING AND TEACHING AT ST. MARY'S

(From September 2015)

In his goodness and wisdom God chose to reveal himself and to make known to us the hidden purpose of his will by which through Christ, the Word made flesh, man might in the Holy Spirit have access to the Father and come to share in the divine nature (Dei Verbum 2)

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community;
- Our respect for one another;
- Our welcome to and interest in all those who visit our school;
- Discipline inspired by forgiveness, healing and reconciliation;
- Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religions and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the well-being of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

Aims for each child at St Mary's CPS

- ◆ Whilst at St Mary's School I will learn about being a Christian, I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from mistakes and accept there is always room for improvement.

I will share a sense of responsibility for my school, parish, local community and the wider environment.

Introduction

At St. Mary's we use the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster' programme to deliver the learning opportunities to be offered to pupils as set out in the Religious Education Curriculum Directory for Catholic Schools utilising the Levels of Attainment in Religious Education and the Diocesan Agreed Understandings as a measure of attainment to provide our staff and others with a measure of assessment of learning in Religious Education.

Through the programme we aim to lead children from the point in their spiritual development to which they have been brought by parents and others, when they begin at our school. We will do this through lessons which take account of the children's religious and educational needs and which have clearly set out learning intentions and objectives as set out in the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster'. This framework is an exemplar resource that models the linear teaching of content according to the Attainment Levels.

We provide opportunities for prayer, reflection and celebration, including those which lead from teaching the 'Resource Framework' units, those which are part of our daily routines and other forms of prayer, and also those which arise during the liturgical year.

Through the RE Programme children will learn the traditions, beliefs and practices of our Catholic faith, as well as about Christian living.

Children will be taught about the faiths of other groups in our community as links arise within the RE Programme.

- ❑ Children across the school will be taught about the Jewish and Islamic faiths from a Christian perspective. This will be taught in separate units, taking account of the recommendations about time set out in 'The Framework for Religious Education in the Diocese of Westminster'.

Through the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster' we provide children with a systematic presentation of the Christian message and way of life at a level, which is appropriate to their stage of development.

In the daily life of our school, we want to show children and each other a way of living in the world according to the Christian 'Way'. We will try to share our vision of what it means in practice to live according to the Gospel values of love, respect, forgiveness and concern for others. Teachers and non-teaching staff, therefore and other adults who come to the school, including the Parish Priest, play a significant role in the way they support, extend and clarify the children's experience of faith and in their attitudes and reactions to situations and events.

RE Teaching

We use the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster' programme through which two units are taught each term. The same unit is taught across the whole school, including the Early Years (Reception and Nursery) at the same time, although at different levels.

Units are cross-referenced at the planning stage with the levels of attainment and opportunities set out in the 'Religious Education Curriculum Directory'. For each of the units of the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster' programme, there are particular aims, clear learning intentions and a selection of learning experiences, and at shared planning meetings, these are transferred onto planning sheets in preparation for teaching.

There is a 'focus' display for the current RE topic or related to the Liturgical Year in each classroom. There is always an RE focus in the School's foyer and halls.

Teaching Organisation, Planning and Evaluation

Each topic is planned to last for approximately a half-term. Planning of RE teaching takes place collaboratively, to ensure progression and continuity. The focus of the unit for the half-term ahead is shared by the RE Subject Leader, as well as aspects of the Religious Education Curriculum Directory which are to be covered and relevant references to the Catechism of the Catholic Church are highlighted. Each teacher is also given dates of Saints' Days and other feasts as part of the term's list of dates. A summary of each teacher's planning for the term is then recorded onto planning sheets.

This framework is an exemplar resource that models the linear teaching of content according to the Attainment Levels. Teachers are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit the needs of the pupils.

In determining the content to teach teachers must first decide on the Strand and Attainment level they wish to achieve and choose teaching and learning activities that will teach the content required for achievement of the level. When time is limited, the guiding principle is, as it is with all good education, less content, taught more richly and deeply. Quantity should never supersede quality.

This framework is formatted to allow teachers to annotate teaching, including changes made for differentiation, as they work through the material.

Assessment of the children's learning is informed by marking children's work, by talking to them and by observing their responses during lessons. Each teacher also completes an End of Unit Record sheet measuring individual children's attainment against the National Levels of Attainment.

We use a whole school approach to the topics, the same topic being taught across the whole school, including in the Foundation Stage at the same time, although at different levels.

The Religious Education Curriculum Directory

Since September 1999 we are required to formally take account of the 'Curriculum Directory for Catholic Schools' in our planning. We believe that Religious Education is at the very heart of the curriculum of our schools, where it rightly belongs.

The Directory is based on the Catechism of the Catholic Church published in 1992.

It is not a syllabus for use in the classroom.

Its purpose is to guide and inform the teaching of religious education by expressing clearly the opportunities for study, investigation and reflection to be offered to pupils, and the knowledge and understanding, which should be acquired by them

It describes the content of religious education for catholic schools and focuses on what is to be taught.

There are four areas of study within the programme:

- Revelation
- Church
- Celebration
- Life in Christ

Areas of Study and Sources

AREA OF STUDY	VATICAN 11	CATECHISM
Revelation	<p>Dei Verbum</p> <p><i>Dei Verbum</i> (official title of the Vatican's English translation: Dogmatic Constitution on Divine Revelation – <i>Dei Verbum</i>) was declared by <u>Pope Paul VI</u> on November 18, 1965, following approval by the assembled bishops by a vote of 2,344 to 6. The phrase "Dei Verbum" is <u>Latin</u> for "Word of God" and is taken from the first line of the documents, as is customary for titles of major <u>Catholic</u> documents.</p>	Part 1: Profession of Faith
The Church	<p>Lumen Gentium</p> <p><i>Lumen Gentium</i>, the Dogmatic Constitution on the Church, is one of the principal documents of the <u>Second Vatican Council</u>. This dogmatic constitution was declared by <u>Pope Paul VI</u> on November 21, 1964, following approval by the assembled bishops by a vote of 2,151 to 5.^[1] As is customary with significant <u>Roman Catholic Church</u> documents, it is known by its <u>first words</u>, "Lumen Gentium", <u>Latin</u> for "Light of the Nations".</p>	Part 1: The Profession of Faith

<p>Celebration</p>	<p>Sacrosanctum Concilium</p> <p><i>Sacrosanctum Concilium</i>, the Constitution on the Sacred Liturgy, is one of the constitutions of the <u>Second Vatican Council</u>. It was approved by the assembled bishops by a vote of 2,147 to 4 and declared by <u>Pope Paul VI</u> on December 4, 1963. The main aim was to achieve greater lay participation in the <u>Catholic Church's liturgy</u>.</p>	<p>Part 11: Celebration of the Christian Mystery Part 1V: Prayer</p>
<p>Life in Christ</p>	<p>Gaudium et Spes</p> <p><i>Gaudium et Spes (Joy and Hope)</i> is an overview of the Catholic Church's teachings about humanity's relationship to society, especially in reference to economics, poverty, social justice, culture, science, technology and ecumenism. Approved by a vote of 2,307 to 75 of the <u>bishops</u> assembled at the council, it was declared by <u>Pope Paul VI</u> on 7 December 1965, the day the council ended. As is customary with <u>Catholic</u> documents, the title is taken from its Latin opening:</p> <p style="padding-left: 40px;">Gaudium et spes, luctus et angor hominum huius temporis, pauperum praesertim et quorumvis afflictorum, gaudium sunt et spes, luctus et angor etiam Christi discipulorum...</p> <p style="padding-left: 40px;">The joys and hopes, the grief and anguish of the people of our time, especially of those who are poor or afflicted, are the joys and hopes, the grief and anguish of the followers of Christ as well.</p>	<p>Part 111: Life in Christ</p>

The aims of classroom religious education are:

- ❑ To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- ❑ To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;

Love, Listen and Learn

- ❑ To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- ❑ To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- ❑ To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- ❑ To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- ❑ To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- ❑ To bring clarity to the relationship between faith and life and between faith and culture.

The objectives of classroom religious education can be summarised as:

- ❑ The development of knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central catholic beliefs
- ❑ The development of an appreciation of how Catholic belief shapes personal behaviour, the connection between faith and life
- ❑ The development of key skills, such as critical thinking, intelligent questioning, clear decision-making
- ❑ The development of the right attitudes, such as respect for truth, respect for others, awareness of the need to live alongside other faiths

Those responsible for Religious Education in our schools should:

- ❑ Be prepared to give living witness to what they teach;
- ❑ Recognise that they share in the teaching office of the Church exercised in the person of the local bishop and enshrined in the trust deed of the school;
- ❑ Fulfil their professional responsibilities with regard to all that develops and enhances the life of the Catholic school;
- ❑ Plan and teach schemes of work that are engaging and accessible so that all pupils may progress appropriately in their knowledge and understanding of the Catholic faith;

- ❑ Have high expectations of all their pupils;
- ❑ Ensure that 10% of the curriculum is devoted to Religious Education;
- ❑ Ensure that Religious education contributes positively to the broad and balanced curriculum of a Catholic school through cooperation and dialogue with other subjects;
- ❑ Take care continually to deepen their own knowledge and understanding of the Catholic faith;
- ❑ Take seriously the duty of every Catholic to form his or her own conscience;
- ❑ Be given opportunities for their own spiritual and professional development as Catholic educators.

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

2012-2013 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with God (EYFS: Beginnings)	Autumn 1
Advent and Christmas	Autumn 2
Being a Sacramental People	Spring 1
Lent and the Passion of Jesus	Spring 2
From Easter to Pentecost	Summer 1
A Virtuous Life	Summer 2

2013-2014 School Year: Religious Education Units of Work

Unit of Work	Term
In the Beginning	Autumn 1
From Advent to Christmas	Autumn 2
A People of Prayer	Spring 1

From Lent to Easter (EYFS: From Lent to Holy Week)	Spring 2
From Easter to Pentecost	Summer 1
A Kingdom of God (EYFS: The Good Samaritan)	Summer 2

2014-2015 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with the Church (EYFS: Beginnings)	Autumn 1
From Advent to Christmas	Autumn 2
Jesus at Prayer	Spring 1
Lent / Easter Year B	Spring 2
From Easter to Pentecost	Summer 1
Discipleship (From the Gospel of Mark)	Summer 2

2015-2016 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with God (EYFS: Beginnings)	Autumn 1
Advent and Christmas	Autumn 2
Being a Sacramental People	Spring 1
Lent and the Passion of Jesus	Spring 2
From Easter to Pentecost	Summer 1
A Virtuous Life	Summer 2

2016-2017 School Year: Religious Education Units of Work

Unit of Work	Term
In the Beginning	Autumn 1

From Advent to Christmas	Autumn 2
A People of Prayer	Spring 1
From Lent to Easter (EYFS: From Lent to Holy Week)	Spring 2
From Easter to Pentecost: the Pentecost Liturgy	Summer 1
The Kingdom of God (EYFS: The Good Samaritan)	Summer 2

2017-2018 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with God (EYFS: Beginnings)	Autumn 1
Advent and Christmas	Autumn 2
Being a Sacramental People	Spring 1
Lent and the Passion of Jesus	Spring 2
From Easter to Pentecost	Summer 1
A Virtuous Life	Summer 2

2018-2019 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with God (EYFS: Beginnings)	Autumn 1
From Advent to Christmas	Autumn 2
Being a Sacramental People	Spring 1
From Lent to Easter	Spring 2
From Easter to Pentecost	Summer 1
A Virtuous Life	Summer 2

2019-2020 School Year: Religious Education Units of Work

Unit of Work	Term
In the Beginning	Autumn 1
From Advent to Christmas	Autumn 2
A People of Prayer	Spring 1
From Lent to Easter (EYFS: From Lent to Holy Week)	Spring 2
From Easter to Pentecost: the Pentecost Liturgy	Summer 1
The Kingdom of God (EYFS: The Good Samaritan)	Summer 2

2020-2021 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with the Church (EYFS: Beginnings)	Autumn 1
From Advent to Christmas	Autumn 2
Jesus at Prayer	Spring 1
Lent /Easter Year B	Spring 2
From Easter to Pentecost: Pentecost People	Summer 1
Discipleship (From the Gospel of Mark)	Summer 2

2021-2022 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with God (EYFS: Beginnings)	Autumn 1
From Advent to Christmas	Autumn 2
Being a Sacramental People	Spring 1
From Lent to Easter	Spring 2
From Easter to Pentecost	Summer 1
A Virtuous Life (From the Gospel of Luke)	Summer 2

2022-2023 School Year: Religious Education Units of Work

Unit of Work	Term
In the Beginning	Autumn 1
From Advent to Christmas	Autumn 2
People of Prayer	Spring 1
From Lent to Easter (EYFS: From Lent to Holy Week)	Spring 2
From Easter to Pentecost: the Pentecost Liturgy	Summer 1
The Kingdom of God (EYFS: The Good Samaritan)	Summer 2

2023-2024 School Year: Religious Education Units of Work

Unit of Work	Term
Beginning with the Church (EYFS: Beginnings)	Autumn 1
From Advent to Christmas	Autumn 2
Jesus at Prayer	Spring 1
Lent /Easter Year B	Spring 2
From Easter to Pentecost: Pentecost People	Summer 1
Discipleship (From the Gospel of Mark)	Summer 2

NOTE:

Units are added on a half-termly basis as the units are planned and delivered.

Units of Work

Autumn 1 2015

AGE GROUP STATEMENTS FROM THE RECD	
<p>Pupils will learn about:</p> <p>Revelation: (5-7)</p> <ul style="list-style-type: none">• Stories of significant people in the Old Testament (5-7)• Scriptural imagery which speaks of God (5-7)• The Sign of the Cross (5-7) <p>Celebration:</p> <ul style="list-style-type: none">• Prayers from Scripture and the Tradition (5-7)	<p>Revelation:</p> <ul style="list-style-type: none">• The Bible (7-11)• Key imagery that speaks of God in the Old Testament and the Gospels (7-11)• God's call to people in the Old Testament (7-11) <p>Celebration:</p> <ul style="list-style-type: none">• Community prayer (7-11)
OUTCOMES - Linked to Levels of Attainment	
<p>This unit has been written to model the linear teaching of AT 1 (i) to Level 5.</p> <p>Block 1 teaches the Exodus 3:1-13 where Moses encounters the Burning Bush before explicitly teaching beliefs drawn from this passage, required for AT 1 (i) Level 3. Block 2 recalls beliefs drawn from Scripture (AT 1 (i) Level 3) before extending learning to make links between Scripture and Tradition. (AT 1 (i) Level 4). It then</p>	

moves to teach how belief in the Trinity developed for achievement of AT 1 (i) Level 5.

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1: Pupils will...

- a. Retell the story of Moses and the Burning Bush (AT 1 (i) Level 2)
- b. Make links between Scripture and belief in the nature of God as Trinity (AT 1 (i) Level 3)

Block 2: Pupils will...

- a. Make links between scripture and the nature of God expressed in some Biblical metaphors (AT 1 (i) Level 3)
- b. Make links between Scripture and belief in the Trinitarian nature of God (AT 1 (i) Level 3)
- c. Describe and show understanding of God from two sources of revelation: Scripture and the Nicene Creed (AT 1 (i) Level 4)
- d. Show how belief in God as Trinity developed (AT 1 (i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the nature of God as greater than what we can imagine or know
- A sense of the presence of God in their lives
- An openness to wondering about God as 'three in one'.

Other Curriculum Links:

English: The teaching of Metaphors; The prefix 'Tri'

Geography: Mapping

Maths: 'Tri' – Triangles, pyramids, hexagons

Art: Moulding and Construction in clay

Key Terminology: God, Monotheism, Trinity, Jesus, Holy Spirit, Exodus, YHWH, revelation, sources, Creation, Humans experience, Tradition, Scripture

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35)

The human appetite for God A (1-3, 27-30, 44-45, 1718)

Within all people there is a longing for God

b This longing comes from God, who desires and initiates a relationship with each person

c Only in God can lasting joy and peace be found in this life and in the next

B God revealed in different ways (31-35)

1.1.2. The Nature of Revelation: God's gift of himself (74-100)

A Scripture, Tradition, and the depositum fidei (74-100, 103-108, 134-135)

a Definitions

b Scripture is the inspired record of God's Revelation in history

c Tradition is the living transmission of the message of the Gospel in the Church

1.1.3. Faith: the response to God's self-Revelation (144-165)

A Faith in general (143-144, 153-165)

a Grace that enables an assent of mind, heart, and will (143)

b Willingness to believe and trust in what God has communicated to us

c Relationship with God: Father, Son, and Holy Spirit (150-152)

1.4.2. The Trinity: (238-248, 253-256)

A The First Person of the Trinity: God the Father (238-242)

a God the Father is the source of all that is, visible and invisible

b God is Father in relation to the Son from all eternity (240)

c God is Father to all those baptized as his adopted sons and daughters through and in the Son (232-233, 249)

d God the Father of mercy also cares for the unbaptized (1257, 1260-1261)

B The Second Person of the Trinity: God the Son (461, 422)

C The Third Person of the Trinity: the Holy Spirit, the Lord and giver of life (243-248)

EYFS Beginnings (Autumn 1 2015)

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church and school are.

Autumn 2 2015

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.1. Jesus Christ, Son of God (422-679)

Mystery of the Incarnation: A Emmanuel (God-is-with-us) (Jn 3:16-17; 484)

- a Jesus Christ is the Logos, the Word of God, the fulfillment of God's promise to Adam and Eve and to the people of ancient Israel (761-762)
- b Son of God from all eternity and Son of Mary from the moment of the Incarnation (486, 496, 487, 501, 721-730)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G The Gospels recognise Jesus as the fulfilment of the promise

- a The Annunciation: Mary's fiat, her consent to be the Mother of God (Theotokos) (Lk 1:38; 484-489).
- b The dream of St. Joseph; the role of St. Joseph in the life of the Holy Family (496-507)
- c The Gospels apply the ancient prophecies to Jesus (522-524)
- H The Word made flesh: 456-464

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-478)

- a To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (457)
- b That we might come to know the depth of God's love for us (458)
- c To be our model of holiness (459)
- d To make us partakers of the divine nature (457-460)
- e To destroy the power of the Devil (1 Jn 3:8)

B Jesus Christ is fully God and fully man (464-469)

- a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)
- b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

1.5.4. Unique role of Mary, the Mother of God (484-512)

A The Annunciation and Mary's 'fiat' (484-487).

B An unparalleled recipient of God's grace: Immaculate Conception; Assumption (490-494, 966)

C Mary is ever-virgin (499-507)

E Mary is the Mother of the Church (507)

Celebration

3.2.4. Liturgical year (1163-1171)

A Seasons (1163-1165)

B The Sabbath and the Lord's Day (1166-1167)

C The liturgical year (1168-1171)

D The sanctoral (1172-1173)

E The Liturgy of the Hours (1174-1178)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

Revelation: (7-11)

<ul style="list-style-type: none">• The main events, characters and places in the life of Jesus: the Nativity. <p>The Church (5-7)</p> <ul style="list-style-type: none">• The role of Mary and her 'yes' to God's Word• How people who heard the Good News of Jesus began to share a way of life <p>Celebration (5-7)</p> <ul style="list-style-type: none">• Prayers from the Tradition• Some ways the church celebrates major seasons of the liturgical year	<ul style="list-style-type: none">• The Bible• The Gospel accounts of key events in the life of Jesus: the Nativity. (7-11)• God's call to people in the Old Testament <p>The Church (7-11)</p> <ul style="list-style-type: none">• The role of Mary as Mother of Jesus <p>Celebration (7-11)</p> <ul style="list-style-type: none">• The Church's celebrations of significant events in the life of Jesus (7-11)• Community prayer
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EYFS Advent and Christmas (Autumn 2 2015)

Topic Theme: Advent and Christmas

This topic continues to explore the most basic fundamental aspect of faith: belief in God. As this unit will be taught during the seasons of Advent and Christmas, this unit teaches the incarnation: belief that Jesus was God in human form.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Hear the story of Christmas.
- Come to know Jesus is God the Father's Son.

Church:

- Come to know that Mary is the mother of Jesus.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience praying with others as a celebration.
- Experience liturgical celebrations in a variety of simple settings.
- Be able to join in simple prayers and hymns.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The understanding of the Church as the means by which we encounter the living Jesus Christ directs all teaching and learning. The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world. Mary is taught as the Mother of God, the first disciple. Because of unity with Christ, Mary responded to God's word and so has a special place as Mother of the Church.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political.

Spring 1 2016 Being A Sacramental People

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Church

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

b. ii The Church has a sacramental view of all reality (739)

3.2.2. Who celebrates? (1136-1144)

A Liturgy is the action of the 'whole Christ' (totus Christus)

b The sacramental liturgy

3.2.3. Signs and symbols (1145-1152)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.2.5. Seven sacraments (1210)

A Definition of sacrament: A sacrament is an efficacious sign of grace, instituted by Christ and entrusted to the Church, by which divine life of grace is dispensed to us through the work of the Holy Spirit (1131)

D Redemption is mediated through the seven sacraments

a Christ acts through the sacraments (1084-1085)

b Sacraments for healing and sanctification (1123, 1421)

3.3.1. Sacraments of Christian Initiation (1212-1419)

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which A re-presents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

3.4.1. Sacraments of Healing (1420-1532)

Human beings are ‘earthen vessels’ A subject to suffering, illness and death, and weakened by sin (1420)

a Jesus Christ is our physician and healer (1421)

3.4.2. Reconciliation: (1422-1484)

A Definition: the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (1422, 1425, 1428, 1446)

3.4.3. Anointing of the Sick: 1499-1525

A Definition: the sacrament which gives spiritual healing and strength to a person seriously ill and sometimes also physical recovery (1499-1513)

3.4.1. Sacraments at the Service of Communion (1533-1666)

A Ordered to the service of others (1534)

a Mission (1535)

b Consecration (1535)

3.4.2. Holy Orders (1536-1589)

A Definition: the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfil the responsibilities of the order to which he is ordained.

3.4.3. Marriage (1601-1658)

A Definition: the sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (1601, 1603, 1613-1616, 1642)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The beauty, detail and order in creation
- Their gifts and growth (e.g. gifts of senses)

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- Ways of belonging to the community (5-7)

Celebration (5-7)

- The place and value of celebrations in family, school and parish
- Signs and symbols used by the Church
-

Life in Christ (5-7)

- Ways in which they are free to choose
- Taking responsibility for themselves and towards others
- Responses that are not loving and failures to show love and care
- Signs of God’s care and blessings: in creation, in Scripture and in human life

Revelation: (7-11)

- Responses to creation (e.g. in prayer, art, music etc.)

The Church (7-11)

- To being 'Church' in the parish, diocese and universal Church
- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise)
- Their freedom to choose and responsibility to choose the good

Celebration (7-11)

- The practice of examination of conscience and its significance for Christian living
- The rite of Reconciliation and its significance
- The Sacrament of the Sick

Life in Christ (7-11)

- Conscience as a gift to be developed through the practice of examination of conscience
- Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness
- The values of sharing, showing respect and care for others

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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (iii). It also includes opportunities for monitoring of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 4-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

- Block 1:**
- a. Recognise, describe or explain that people act in particular ways because of their faith (AT 1 (iii) Levels 1-3)
 - b. Recognise, describe or explain the signs, symbols, words and actions of the Sacraments of Healing (AT 1 (ii) Levels 1-3)

- Block 2:**
- a. Explain how religious belief shapes life (AT 1 (iii) Level 4)
 - b. Identify and describe the words, actions and symbols in the Sacraments of Healing (AT 1 (ii) Level 4)
 - c. Describe and explain the meaning and purpose of a Sacrament of Healing. (AT 1 (ii) Level 5)
 - d. Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5).

- Spiritual Outcomes:**
It is hoped that pupils will develop:
- An appreciation of God's presence in the world
 - A respect for relationships which bring God's presence to us
 - An attitude of openness to the Sacraments: words, actions and symbols
 - A willingness to seek God in their own lives
 - A recognition of the need for healing in the world.

Other Curriculum Links:
English:
The Arts:
Humanities:
PSHE/SMSC:
IT:

Key Terminology: Sacramental principle, Sacraments, healing, anointing, words, actions, symbols, elements, 'make present', presence of God, oil, rings, bread and wine, water

EYFS Spring 1 2016 Being A Sacramental People

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to know that Jesus helps us to choose the good
- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God

Life in Christ:

- Learn to say 'sorry'
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Pupils' will learn that creation is the first and universal revelation of God's love.

Celebration:

Pupils are taught that the sacraments give and celebrate the life of God's grace in us. And that through the words and actions of the sacraments Christ communicates with us. Pupils learn that Sacramental celebrations are woven from signs and symbols which are drawn from both material creation and human culture.

One of the key aims of Religious Education is to make pupils aware of the sacraments of healing. Through reconciliation Jesus is sacramentally present and calling us to conversion; in the Anointing of the Sick the love and healing power of Christ is made present through the laying on of hands and anointing with oil.

Jesus Christ, Son of God:

Pupils are introduced to the concept that freedom is the basis of human acts; the power to perform and take responsibility for actions. They are taught that Sin is always the result of free will and the genuine failure of love for God, neighbour and ourselves.

Spring 2 2016 From Lent to Easter

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.2.4 Understanding scripture (105-119)

D The Gospels

a The Gospels occupy the central place in Scripture (125, 139)

i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God

ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work

iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives

b Three stages in the formation of the Gospels (126)

c The Synoptic Gospels: Matthew, Mark, and Luke

i Approximate dates for each Gospel

ii What is known about each of these three evangelists

iii The churches for whom Matthew, Mark, and Luke wrote

iv The contents of the Synoptic Gospels (512- 667)

- Infancy narratives in Matthew and Luke
- The Baptism of Jesus
- The Temptations of Jesus
- Sermon on the Mount in Matthew; Sermon on the Plain in Luke
- Jesus’ teaching, including the parables
- The miracles
- Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

B The Passion and Death of Jesus (595-618)

a The mystery of redemptive love and suffering on the cross

b Overcoming temptation by Satan

c Events of the Passion and the Suffering Servant

Prayer

3.5.1. What is prayer? (2559-2565)

A The Church at prayer

a Liturgical year (1163-1178)

b How we pray

c Popular piety (1674)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday(5-7)

The Church (5-7)

- Ways of belonging to the community (5-7) [The Last Supper]

Celebration (5-7)

- The story of the Last Supper (5-7)
- Prayers from Scripture and tradition (5-7)

Life in Christ (5-7)

- Relationships of love (e.g. parent, child) and love

Revelation: (7-11)

- The Gospel accounts of key events in the life of Jesus: passion and death (7-11)

The Church (7-11)

- How the local Church is ‘good news’ for people and how everyone can have a part in this (7-11)
- How the school community has opportunities to be ‘good news’ for others (7-11)

Celebration (7-11)

- The significance of the Church’s names for this Sacrament the Mass, Eucharist, the Lord’s Supper, the Breaking of Bread (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

received and given (e.g. sharing) (5-7)	<p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> The joy and challenge of and the giving and receiving in relationships (7-11)
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (i). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 4-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

- Block 1:
- a. Recognise, describe or explain the Stations of the Cross as a devotional practise associated with Lent. (AT 1 (ii) Levels 1-3).
 - b. Retell the events of the Entry into Jerusalem, the Last Supper or the Death of Jesus from the Gospel of Luke (AT 1 (i) Levels 1-2)
 - c. Know that we believe in the real presence from the story of the Last Supper. (AT 1 (i) emerging Level 3)

- Block 2:
- a. Explain the purpose and history of the Traditional Stations of the Cross. (AT 1 (ii) Level 4)
 - b. Plot development in belief of the Passion of Jesus through the Stations of the Cross. (AT 1(i) Level 5)
 - c. Make links between Luke’s account of the passion of Jesus and the Stations of the Cross (AT 1 (i) Level 4)

- Spiritual Outcomes:**
It is hoped that pupils will develop:
- A sense of reflection and prayer
 - An openness to the presence of God in the Eucharist
 - A willingness to be part of Lent and Easter celebrations

Other Curriculum Links:
English: Drawing meaning from (interpreting) passages
The Arts: Lenten activities
Humanities: Mapping; Jerusalem
PSHE/SMSC: Anticipation of significant events; the commonality of belief – belonging to a group who share belief and practice
IT: Completion of think pad (if desired), use of the internet for research

Key Terminology: Passion, Passover, Last Supper, Penance, Lent, Ashes, Shrove Tuesday, Ash Wednesday, Palm Sunday, Holy Thursday, Good Friday, Holy Week, almsgiving, crucify, Stations of the Cross, suffering, Triduum,

EYFS Spring 2 2016 From Lent to Easter

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation: Pupils' will learn that through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ.

Celebration:

Pupils are taught that the Stations of the Cross develop their living relationship with

God, in and through Jesus Christ. It is an intimate encounter within the heart of each person.

Jesus Christ, Son of God:

Pupils are introduced to Jesus who is truly God and truly human. In him the entire revelation of the most high God is summed up. His life, death and resurrection are the core events of human history and the heart of our faith. His cross is the ultimate sacrifice for each of us. Jesus reveals the truth and love of God through himself; truly human, truly God.

Summer 1 2016 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658) ^[111] _[561]

a A historical event involving Christ's physical body ^[111] _[561]

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection ^[111] _[561]

i Confirmation of Jesus' divinity and of his words and teachings (651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- a. Retell some of the events of the Easter Season: the Resurrection, the journey to Emmaus, the Ascension and the Coming of the Holy Spirit at Pentecost; according to the Gospel of Luke and the Acts of the Apostles (AT 1 (i) Levels 1-2)
- b. Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)
- c. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)

Block 2:

- e. Retell the events of the Easter Season from the writing of Luke (AT 1 (i) Levels 1-2)
- f. Explain how the Resurrection and Post-Resurrection appearances lead to belief in the divinity of Christ. (AT 1 (i) Level 3).
- g. Make connections between two sources of revelation by finding belief in the resurrection within the Creed. (AT 1 (i) Level 4)
- h. Show how belief in the resurrection has developed from the time of Jesus to the writing of the Creed and to the present day. (AT 1 (i) Level 5)
- i. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)
- j. Show understanding of how belief in 'caritas' shapes a whole person's life (AT 1 (iii) Level 4)
- k. Identify similarities and differences between how people of faith and no faith respond to care of those in need. (AT 1 (iii) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A strengthened sense of belief in the resurrection of Jesus
- A willingness to accept the obligation to care for those less fortunate than ourselves
- A sense of how the resurrection provides a way of living

Other Curriculum Links:

<p>English: Comprehension of stories/Literacy strategies</p> <p>Art: Drawing, photography/displays</p> <p>Maths: Timeline/counting and number</p> <p>History: Chronological order/ Timeline</p> <p>PSHE/SMSC: Personal Reflection</p> <p>IT: Internet search and gathering of information</p>
<p>Key Terminology: New life, appearances, Ascension, Resurrection, Pentecost, caritas, charity, Easter</p>

EYFS Summer 1 2016 From Easter to Pentecost

<p>Overview</p>	
<p>Topic Theme: From Easter to Pentecost</p>	
<p>Children will explore the season of Easter as the celebration of the resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came to life again! Without the resurrection the Church would not have begun.</p>	
<p>Content Areas from the Religious Education Curriculum Directory</p>	
<p><i>Pupils will have the opportunity to:</i></p> <p>Revelation: Come to know that God loves each one always and at all times Hear the story of Easter</p> <p>Church: Experience that a Church is a special place where God’s people gather to pray.</p> <p>Celebration: Experience liturgical celebrations in a variety of simple settings. Experience and recognise prayer is talking and listening to God.</p>	

Life in Christ:

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

a A historical event involving Christ's physical body

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection

i Confirmation of Jesus' divinity and of his words and teachings(651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Background Information for Teachers

This unit uses a range of adult terms. These terms may be explained as follows.

Resurrection – Jesus had died but he came alive again – he rose from the dead.

Post-Resurrection appearances – after Jesus had risen from the dead he ‘visited’ the disciples. He showed them that he was alive.

Ascension – to ascend is to go up (stairs, lift). Jesus rose into the air and vanished, we believe he went back to God

Pentecost – A Jewish festival of saying thanks to God for the first fruits of the season. Celebrated 50 days after Passover. Luke tells us that the Holy Spirit came to the community during the festival of Pentecost.

The colours of the Easter Season are Gold and White. Red is worn on Pentecost.

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Life in Christ

4.3.5. Virtues (1804-1832)

A Virtue (1803)^[11]_[SEP]

a Definition of virtue (1803)^[11]_[SEP]

b Types of virtue (1804-1832)^[11]_[SEP]

c Theological virtues (1812-1829)^[11]_[SEP]

d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfilment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6 Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm

AGE GROUP STATEMENTS FROM THE RECD

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • Stories of significant people in the Old and New Testament (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7) • The way Jesus proclaimed the Good News in what he did and said (5-7) • Opportunities today to live and share life following the example of Jesus (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • Ways in which Jesus invited men and women to friendship and discipleship (5-7) <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • Scripture passages which illustrate freedom and responsibility in the choices people made (5-7) • ‘Neighbours’ and Jesus’ call to ‘love your neighbour as yourself’ (5-7) • 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • The Gospel accounts of Jesus’ public ministry and teaching (7-11) • The Gospel accounts of how the lives of men and women were changed by their encounters with Jesus (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • The ways Jesus proclaimed Good News to everyone he met and the variety of responses made (7-11) <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • Their freedom to choose and responsibility to choose the good (7-11) • Ways love of neighbour can be shown at home, at church, locally and globally (7-11) • The Christian values which inform love of neighbour and oneself (7-11) •
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a ‘levelled’ activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1: Pupils will:

- d. Become familiar with, retell and draw meaning from the story of the Good Samaritan. (AT 1 (i) Levels 1-3).
- e. Link the cardinal virtues (as a response to belief in love of neighbour) to the life of St John Southworth. (AT 1 (iii) to Level 3.)

Block 2: Pupils will:

- a. Retell the story of the Good Samaritan according the Gospel of Luke (AT 1 (i) Level 2)
- b. Know the cardinal virtues (prudence, justice, restraint and courage) and be able to explain them as a response to belief in love

<p>of neighbours . (AT 1 (i) Level 3)</p> <p>c. Describe how the cardinal virtues are evident in the characters in the story of the Good Samaritan. (AT 1 (i) Level 4)</p> <p>d. Name, describe and explain the life work of St John Southworth as one who lived a virtuous life (AT 1 (iii) Level 2, 3, 4)</p> <p>e. Identify similarities and differences between the Good Samaritan's and John Southworth's responses to the moral issues that they experienced. (AT 1 (iii) Level 5)</p>
<p>Spiritual Outcomes: <i>It is hoped that pupils will develop:</i></p> <ul style="list-style-type: none">• A sense of a virtuous person• An openness to the virtues that are presented• A willingness to try and live these virtues
<p>Other Curriculum Links: English: Comprehension of stories/Literacy strategies Art: Drawing, displays Maths: counting, graphing PSHE/SMSC: Personal Reflection IT: Internet search and gathering of information Geography: Mapping History: The plagues of London</p>
<p>Key Terminology:</p>

EYFS Summer 2 2016 A Virtuous Life

Topic Theme: A Virtuous Life

This unit is intended to complete the Year C cycle and the academic year. It follows on from the previous unit and the concept of *caritas* to explore more fully Church teaching on the cardinal virtues. This unit continues to present Luke's Gospel as its source by teaching the story of the Good Samaritan as a model for a virtuous life.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults

Form, and experience good relationships with peers and with adults in the school community

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803)

a Definition of virtue (1803)

b Types of virtue (1804-1832)

c Theological virtues (1812-1829)

d Cardinal virtues (1804, 1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of

neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2016 In the Beginning

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.3.1 The Creation of the World and our First Parents (54,279-282)

A. Revelation as found in the book of Genesis.

Understanding literary forms in Scripture (289)

Genesis 1–11 conveys religious truth rather than science (283-289)

The book reveals truth about which science and history can only speculate

Scripture's use of figurative and symbolic language in Genesis 1–11 (362, 375, 390, 396)

D. Human beings as the summit of creation

a. Created in the image and likeness of God (356-16)

i. God made them male and female (369-373, 1605, 1702, 2331)

ii. Dignity of both men and women: similarities and differences (2333-2336)

1.2.4 Understanding scripture (105-119)

B. Criteria for interpreting the Sacred Scripture (109- 114, 137)

a. Read and interpret Sacred Scripture within the tradition and teaching of the Church

b. Give attention both to what the human authors intended to say and to what God reveals to us by their words

c. Take into account the conditions of the time when it was written and the culture in which it was written

d. Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, 12-13)

e. Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible

f. Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching

D. The Bible in relation to science and history (37, 159, 1960)

a. The Church teaches us how to relate truths of faith to science

b. There can be no conflict between religious truth and scientific and historical truth (159)

c. The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic or naturalistic understanding

Church

3.5.2. Prayer: A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

C. Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a. Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b. Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A. A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

B. God has always called all people to prayer (2569)

AGE GROUP STATEMENTS FROM THE RECD	
<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • Scriptural praise of God in creation and the story of creation as God’s work (5-7) • Scriptural imagery which speaks of God (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • The Jewish faith (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The Good News of God’s love and forgiveness in Old and New Testament and the prayers of the Mass (5-7) • <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • Signs of God’s care and blessings: in creation, in Scripture and in human life (5-7) • Scripture passages which reveal God’s love (e.g. psalms of thanks, trust, calls for help) (5-7) 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • Key imagery that speaks of God in the Old Testament and the Gospels (7-11) • The Bible (7-11) • Responses to creation (e.g. in prayer, art, music etc.) (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Respect for the writings and holy people of the Jewish faith and other religions (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11) • Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11) • Community prayer (7-11) <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • The diversity and richness of creation (7-11)

OUTCOMES - Linked to Levels of Attainment
<p>This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 <i>Completion of a 'levelled' activity does not automatically constitute achievement of that level; both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i></p>
<p>Block 1:</p> <ul style="list-style-type: none"> a. Become familiar with or retell the second story of Creation; Genesis 2:4b-25. (AT 1 (i) Levels 1-2) b. Identify the beliefs about God which come from this text. (AT 1 (i) emerging Level 3) c. Recognise, describe and explain why prayer is part of the Christian ritual (AT 1 (ii) emerging Levels 1-3) d. Pray the Psalms
<p>Block 2:</p> <ul style="list-style-type: none"> l. Retell either of the stories of Creation: Genesis 1:1-2:4a or 2:4b – 25 (AT 1 (i) Level 2) m. Explain belief in the nature of God drawn from these passages. (AT 1 (i) Level 3) n. Find connections between a creation passage and a quote from Laudato Si. (AT 1 (i) Level 4) o. Explain why people pray the Psalms p. Explain the Psalms as a form of prayer ritual used by both Jews and Christians today. (AT 1 (ii) Level 4 and 5) q. Pray the Psalms
<p>Spiritual Outcomes: It is hoped that pupils will develop:</p> <ul style="list-style-type: none"> • A sense of wonder for creation • A willingness to learn from Scripture • An appreciation of the truths contained in Scripture • A sense of the value of prayer

Other Curriculum Links:

English: Literary form: Psalm, poem, narrative – analysis of passages

The Arts: Artistic images of creation

Humanities: Creation as sacred: what obligation do we have for one another?

PSHE/SMSC:

IT: Use of IT for assessment

Key Terminology: Genesis, myth, adamah, ha 'adam, Yahweh, Yahwist, Priestly, Psalm, Liturgy, Prayer, Synagogue, Rabbi

EYFS Autumn 1 2016 Beginnings

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.

- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church and school are.

Autumn 2 2016 From Advent to Christmas

**AGE GROUP STATEMENTS FROM
THE RECD**

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • The main events, characters and places in the life of Jesus: Nativity (5-7) • Stories of significant people in the Old and New Testament(5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Ways of belonging to the community (5-7) • The ‘Church’ as the People of God made one by Jesus, a community which shares love and life (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The place and value of celebrations in family, school and parish (5-7) • Some ways the church celebrates major seasons of the liturgical year (5-7) • Prayers from Scripture and tradition (5-7) • Ways in which people pray in church (5-7) • Signs and symbols used by the Church (5-7) 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • The Gospel accounts of key events in the life of Jesus: nativity (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities) (7-11) • To being Church in the parish, diocese and universal Church(7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • The Church’s celebrations of significant events in the life of Jesus (7-11) • Community prayer (7-11) • Signs and symbols and their significance in liturgy(7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
<p>OUTCOMES - Linked to Levels of Attainment</p>	

This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for monitoring of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- a. Recognise, describe and explain the 'O' Antiphons as part of the season of Advent (AT 1 (ii) Levels 1-3)
- b. Become familiar with or retell Matthew's account of the birth of Jesus; Matthew 1:18-2:15 (AT 1 (i) Levels 1-2)
- c. Recall or identify the beliefs about God that are found in this text. (AT 1 (i) emerging or sound

Block 2:

- a. Describe and or explain the meaning and purpose of the 'O' Antiphons as part of prayer ritual used during Advent using appropriate religious terminology. (AT 1 (ii) Level 4 and 5)
- b. Retell Matthew's account of the birth of Jesus (AT 1 (i) Level2)
- c. Relate the titles for Jesus used by Matthew to belief in the incarnation. (AT 1 (i) Level 3)
- d. Make links between the O Antiphons and Matthew's Jewish audience (AT 1 (i) Level 4)
- e. Pray the O Antiphons

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the gift of God's presence born again into the world at Christmas
- An openness to the incarnation in their own lives
- An appreciation of the truths contained in Scripture

Other Curriculum Links:

English: Literacy strategies/techniques used with the exploration of Scripture

Art: Jesse tree and creation of symbol

Maths:

PSHE/SMSC: Personal Reflection on care of self and others based on how the presence of God in the world make a difference at Christmas

Key Terminology: Genealogy, antiphon, liturgical year/calendar/seasons, gentile, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, messiah, Emmanuel, Maranatha

Background Notes for Teachers

Love, Listen and Learn

This unit is intended as the second for the academic year 2016/2017 and the first of the Liturgical year, Year A. In keeping with the Liturgical year, this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3,27-35)

C. *Divine Revelation* (50-53,68-69)

1.2.5. The Shape of the Bible (120-130)

D. *The Gospels*

1.5.1. Jesus Christ, Son of God (422-679)

A. *Mystery of the Incarnation: Emmanuel (God-is-with-us)* (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. *The Gospels recognise Jesus as the fulfillment of the promise*

1.5.3. The Mystery of the Incarnation (461-463)

A. *The Word became flesh (the Incarnation)* (525-528, 456-478)

B. *Jesus Christ is fully God and fully man* (464-469)

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-2649)

F. *Prayer requires effort and commitment* (2729-2745)

3.2.4. Liturgical year (1163-1171)

A. *Seasons* (1163-1165)

B. *The Sabbath and the Lord's Day* (1166-1167)

C. *The liturgical year* (1168-1171)

D. *The sanctoral* (1172-1173)

E. *The Liturgy of the Hours* (1174-1178)

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

1. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
2. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
3. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
4. Matthew has no shepherds – instead wise men (Maji) visit the baby.
5. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

KEY TERMINOLOGY: Advent, Christmas, narrative, antiphon, liturgical year/calendar/seasons, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, Messiah, Emmanuel, Maranatha

Spring 1 2017 People of Prayer

Key Teachings from the Catholic Tradition from the RECD

Celebration:

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*^[SEP]

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or*^[SEP]*contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-^[SEP]2649)

F. *Prayer requires effort and commitment* (2729-^[SEP]2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. *Our response to God's plan*

a *Response of love* (1828)

b *He calls us to be attitude or joy*

c *The Beatitudes* (1716)

B. *Effects of the Beatitudes* (1718-1724)

Content Areas from the RECD

Pupils will learn about:

Revelation:

- Stories of significant people in the Old and New Testament (5-7)
- How Jesus spoke of God his Father and the Holy Spirit (7-11)

Church:

- The 'Church' as the People of God made one by Jesus, a community which shares love and life (5-7)
- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities) (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)

Celebration:

- Prayers from Scripture and tradition (5-7)
- Jesus prayer to his Father (5-7)
- Ways in which people pray in church (5-7)
- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Community prayer (7-11)

Life in Christ:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The sign of the cross (5-7)
- Passages in Scripture which express joy and trust in God's love (5-7)
- Respect for community values and life of other cultures and other religious communities (7-11)

EYFS A People of Prayer (Spring 1 2017)

<p><i>Pupils will have the opportunity to:</i></p> <p>Revelation: Come to know Jesus is God the Father's Son</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience and recognise prayer is talking and listening to God Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
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Key Teachings from the Catholic Tradition from the RECD (Numbers in brackets are taken from The Catechism of the Catholic Church)

- Celebration:
- 3.5.1. What is prayer? (2559-2565)
A. *The Church at prayer*
- 3.5.2. A universal call (2566-2567)
A. *God calls every individual to a vital relationship with him experienced in prayer (2558)*

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. Our response to God's plan

a Response of love (1828)

b He calls us to be attitude or joy

c The Beatitudes (1716)

B. Effects of the Beatitudes (1718-1724)

Spring 2 2017 From Lent to Easter

Celebration:

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

3.2.2. Who celebrates? (1136-1144)

3.2.3. Signs and symbols (1145-1152)

A. Signs of the covenant (1150)

B. Signs taken up by Christ (1151)

C. Sacramental signs (1152)

D. Words, actions, singing, music and images (1153-1162)

3.3.4. The Eucharist (1322-1405)

A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B. Understanding the sacrament a Scriptural basis

C. Celebration (1345-1355)

D. Essential elements

H. Appropriating and living this sacrament

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation(5-7)

- The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday and Easter Sunday (5-7)

The Church (5-7)

- Roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope) (5-7)
- The main aspects of the Eucharistic celebration and prayers used at the Eucharist (5-7)
- Some ways the church celebrates major

Revelation (7-11)

- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11)

The Church: (7-11)

- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities) (7-11)

Life in Christ (7-11)

- The suffering, death and resurrection of Jesus

<p>seasons of the liturgical year (5-7)</p> <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • The words of Jesus which speak of his Father's love (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The story of the Last Supper (5-7) 	<p>as a sign of love, sacrifice and the source of new life (7-11)</p> <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • Signs and symbols and their significance in liturgy (7-11) • Words and images Jesus used to express communion (e.g. I am the vine and you are the branches) (7-11) • The structure of the Eucharist (7-11) • The significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread (7-11) • The prayer Jesus taught his friends (Our Father) and its significance (7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(ii). It also includes opportunities for assessment of AT 2 (i). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:

- a. Recognise or use some of the signs, symbols and religious terms which celebrate

<p>the season of Lent (AT 1 (ii) Levels 1-3)</p> <p>b. Retell part of the passion of Jesus according to Matthew (AT 1 (i) Levels 1-2)</p> <p>c. Recognise or describe some of the actions which are part of the liturgies of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)</p> <p>d. Pray</p>
<p>a. Block 2: Recognise, describe or explain some of the signs, symbols and religious terms which celebrate the season of Lent (AT 1 (ii) Level 3)</p> <p>b. Retell the stories of the Passion from Palm Sunday to Good Friday (AT 1 (i) Level 2)</p> <p>c. Recognise, describe or explain a special action which is part of the liturgy of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)</p> <p>d. Use religious terms to show an understanding of different liturgies (AT 1 (ii) Level 4)</p> <p>e. Describe and explain the meaning and purpose of a variety of forms of worship (AT 1 (ii) Level 5)</p> <p>f. Pray</p>
<p>Spiritual Outcomes:</p> <p><i>It is hoped that pupils will develop:</i></p> <ul style="list-style-type: none"> • An openness to the story of the Passion of Jesus • An appreciation of the liturgy (especially of the major actions of Palm Sunday, Holy Thursday and Good Friday) in deepening a relationship with God • Reflectiveness in prayer
<p>Other Curriculum Links:</p> <p>English: Comprehension of stories/Literacy strategies</p> <p>Art: Creation of Crosses</p> <p>Maths:</p> <p>PSHE/SMSC: AT 2 links – to questions of meaning and purpose.</p> <p>IT: use of the internet</p>
<p>Key Terminology: Passion, liturgy, service, sacrifice, celebration, give alms, pray, fast, procession, adoration, consecration, antiphon, Passover, chasuble, Blessed Sacrament, repose, ciborium, genuflect, Praetorium, Sabbath.</p>

EYFS From Lent to Holy Week (Spring 2 2017)

<i>Content Areas from the Religious Education Curriculum Directory</i>			
<p><i>Pupils will have the opportunity to:</i> Revelation: Come to know that God loves each one always and at all times Come to know Jesus is God the Father's Son Hear the story of ... Easter Experience and become familiar with the sign of the cross</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience praying with others as a celebration Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
<i>Key Teachings from the Catholic Tradition from the RECD</i>			
<p>3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)</p> <p>3.2.2. Who celebrates? (1136-1144)</p> <p>3.2.3. Signs and symbols (1145-1152) <i>A. Signs of the covenant (1150)</i> <i>B. Signs taken up by Christ (1151)</i> <i>C. Sacramental signs (1152)</i> <i>D. Words, actions, singing, music and images (1153-1162)</i></p> <p>3.3.4. The Eucharist (1322-1405)</p>			

- A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)*
- B. Understanding the sacrament a Scriptural basis*
- C. Celebration (1345-1355)*
- D. Essential elements*
- H. Appropriating and living this sacrament*

Summer 1 2017 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C. The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

a A historical event involving Christ's physical body

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

D. The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

1.5.2. The Holy Spirit in the Church (733-741, 747)

A. The Holy Spirit and Jesus Christ in his earthly mission (727-730, 745-746)

B. The event of Pentecost (731-732, 738)

C. The Holy Spirit act in the hearts of the faithful (684, 738-741, 1966)

D. The Holy Spirit and the sacramental economy (1091, 1133, 1670)

Celebration:

3.1.1. What is liturgy? (1066-1074)

A Prefigured in the Old Testament (1067)

a Meaning (1069-1070)

b Source of Life (1071-1072)

c Liturgy as prayer (1073)

3.1.2. God's plan of blessing (1077-1109)

A. God the Father is the source and goal (1077-1083)

B. Christ glorified in the liturgy (1084-1090)

a The Apostolic Church (1086-1087)

b The Church on Earth (1088-1089)

c The Heavenly Liturgy (1090)

C The Holy Spirit (1091-1109)

a Prepares for Christ

b Recalls Christ

c Makes present Christ

Love, Listen and Learn

Deans will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: Easter Sunday (5-7)
- The story of the coming of the Holy Spirit at Pentecost (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (5-7)
- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11)
- The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11)

Church:

- The Church as a 'house of God' where God's People gather with Jesus (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community (7-11)
- Ways of taking part in the life and worship of the domestic and local church (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)
- The teaching role of the apostles (e.g. through New Testament letters) (7-11)

Celebration:

- Some ways the church celebrates major seasons of the liturgical year (5-7)
- The Church's celebrations of significant events in the life of Jesus (7-11)
- Community prayer (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

Life in Christ:

- The Holy spirit as the Helper Jesus promised his Church (5-7)
- Accounts in Scripture of God's invitations and a variety of responses (7-11)
- The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:

- a. Retell the resurrection of Jesus according to Matthew (AT 1 (i) Levels 1-2)
- b. Make links to belief in the resurrection found in Matthew's account (AT 1 (i) Level 3)
- c. Recognise or use some of the signs, symbols and religious terms which are part of the Pentecost liturgy (AT 1 (ii) Levels 1-3)
- d. Talk about, ask questions about and compare questions that are difficult to answer (AT 2 (ii) Levels 1-3)
- e. Pray

Block 2:

- a. Retell the story of the resurrection according to Matthew (AT 1 (i) Level 2)
- b. Describe how belief in the resurrection of Jesus is expressed in Matthew's account. (AT 1 (i) Level 3)
- c. Make links to show how belief in the resurrection is expressed in the life of Pope Francis (AT 1 (i) Level 4 AND AT 1 (iii) Levels 1-3)
- d. Show understanding of how religious belief shapes the life of Pope Francis (AT 1 (iii) Level 4)
- e. Engage with and respond to questions of life in the light of religious teaching (AT 2 (ii) Level 4)
- f. Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life (AT 2 (ii) Level 5)
- g. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of openness and wonder about the resurrection and the coming of the Holy Spirit
- An appreciation of the work of the Holy Spirit in their lives
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: mobile construction

Music: Instruments that make the noise like a wind

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: use of computers to access information

Key Terminology: Pentecost; Resurrection, Shavu'ot

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

- a A historical event involving Christ's physical body
 - i Testified to by those who saw the Risen Jesus
 - ii Verified by the empty tomb
- b A transcendent event in which Jesus is no longer bound by space and time
 - i The Resurrection is not a resuscitation or a return to earthly life
- c The significance of Christ's Resurrection

- i Confirmation of Jesus' divinity and of his words and teachings(651,653)
 - ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)
 - iii A promise of our own resurrection (1 Cor 15)
- d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist
- D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)**
- a The Ascension marks the entrance of Jesus' humanity into heaven (659)
 - b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Summer 2 2017 The Kingdom of God

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

A. The public ministry of Jesus (538ff)

c The proclamation of the Kingdom through parables and miracles (541-550)

1.2.5. The Shape of the Bible (120-130)

D. The Gospels

a The Gospels occupy the central place in Scripture (125, 139)

i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God

ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work

iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives

b Three stages in the formation of the Gospels (126)

c The Synoptic Gospels: Matthew, Mark, and Luke

i Approximate dates for each Gospel

ii What is known about each of these three evangelists

iii The churches for whom Matthew, Mark, and Luke wrote

iv The contents of the Synoptic Gospels (512- 667)

- *Jesus' teaching, including the parables (1329, 1337, 1366, 1323, 1412,*

1521-1522, 1532, 1708, 1992, 2020)

Life in Christ:

4.4.1. Human vocation and society: 1878 – 1885

A. No vocation is lived in isolation (543, 804, 831, 1886, 1878-1885)

a Human beings exist in relationship with others; give of oneself in order to find oneself

b There are many levels and types of relationship

B. Teaching and example of Jesus—his commandment of love (1823)

a An unselfish gift of self to God and others

b Service to our brothers and sisters in the Church and world

4.4.2. Different types of justice (2411-2412, 1807)

A. Distributive justice (2236-2411)

B. Legal Justice

C. Commutative Justice

D. Social Justice (1928-1942)

4.4.3. Human solidarity (1939-1942, 2437-2442)

A Friendship and Social Charity (1939)

a Distribution of goods and remuneration for work (1940)

b Different communities of solidarity (1941)

c Spiritual goods (1942)

B International Solidarity (2437-2438)

a Responsibilities of wealthy nations (2439)

b International Aid and its limits (244)

c Proper role of the laity (2442)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: [parables of the kingdom] (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How Jesus called people to follow him (7-11)
- The Gospel accounts of Jesus’ public ministry and teaching (7-11)
- Ways in which people of today can hear and respond to God’s call (7-11)

Church:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- Opportunities today to live and share life following the example of Jesus (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (7-11)
- The cost of discipleship (7-11)
- How the local church is ‘good news’ for people and how everyone can have a part in this (7-11)

Celebration:

- Ways in which Jesus invited men and women to friendship and discipleship (5-7)
- Ways in which Jesus showed love and care (7-11)
- Words and images Jesus used to express communion (e.g. I am the vine and you are the branches (7-11)

Life in Christ:

- Ways in which Jesus showed love and respect for others (5-7)
- Scripture passages which illustrate freedom and responsibility in the choices people made (5-7)
- Similarity, equality and difference (5-7)
- Signs of God’s care and blessings: in creation, in Scripture and in human life (5-7)
- The joys and challenges that freedom and responsibility bring (7-11)
- Accounts in Scripture of God’s invitations and a variety of responses (7-11)
- Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness (7-11)
- The value and challenge of differences between individuals and peoples (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- a. Retell a parable of the kingdom according to Matthew(AT 1 (i) Levels 1-2)
- b. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- c. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who acted in response to his belief (AT 1 (iii) Levels 1-3)
- d. Pray

Block 2:

- h. Retell a parable of the kingdom according to Matthew (AT 1 (i) Levels 1-2)
- i. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- j. Describe and make links between Scripture and human experience (AT 1 (i) Level 4)
- k. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who lived his whole life in response to his belief (AT 1 (iii) Levels 1-4)
- l. Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5)
- m. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the relationship between learning about faith and living faith-filled lives
- Respect for those who actively seek the kingdom of God
- A commitment to action for the kingdom of God
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of parables/Literacy strategies/structured writing tasks/oral comparison and debate

Art: poster construction

Humanities: the life of Nelson Mandela

Music: Kingdom songs

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: Use of computers to access information

Key Terminology: kingdom of God/heaven; parable

OVERVIEW

Topic Theme: The Good Samaritan

This framework is intended as the final in the academic year. It introduces the story of the Good Samaritan and the idea that there are distinct characteristics of Christian life. The four cardinal virtues are offered as exemplar actions for children to emulate.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults
Form, and experience good relationships with peers and with adults in the school community
Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD. The numbers refer to reference in the Catechism of the Catholic Church

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803) a Definition of virtue (1803) b Types of virtue (1804-1832) c Theological virtues (1812-1829) d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to

happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2017

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Celebration

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

A The Church and the sacramental economy of salvation (849)

a Jesus Christ is the living, ever-present sacrament of God (1088-1090)

b The Church as universal sacrament of Jesus Christ (774-776)

i The Church is the sacrament of salvation, the sign and the instrument of the communion of God and all (780)

ii The Church has a sacramental view of all reality (739)

iii The Church is the sacrament of the Trinity's communion with us (774)

3.2.3. Signs and symbols (1145-1152)

A Signs of the covenant (1150)

B Signs taken up by Christ (1151)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.3.1. Sacraments of Christian Initiation (1212-1419)

A Foundations of the Christian life

a Means of grace

b Share in Divine life

c Ordered to the perfect of charity

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

D Essential elements (1239-1240)

a immersion or the triple pouring of water on the head (694, 1214, 1217, 1240) and saying the words of the formula (1240)

b Other elements: (1237-1245)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

C Celebration.

a Rite of Confirmation (1298-1300)

b Rite of Christian Initiation of Adults (RCLA) (1232-1233, 1298)

c Eastern Catholic Churches confirm (chrismate)

at the time of Baptism and, in some cases, administer Eucharist as well (1290-1292)

D Essential elements of the sacrament (1300)

a Laying-on of hands and anointing with chrism; saying the words of the formula

b Other elements (e.g. taking the name of a Saint)

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B Understanding the sacrament

a Scriptural basis: The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at Passover, and Yahweh providing manna from heaven (Ex 12, 1333, 1544).

New Testament references: Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff. (1337-1344)

b Historical development (1324-1332, 1345)

c Theology

d Signs (1333-1336)

e Institution (1337-1340)

f 'In memory' (1341-1343)

g Thanksgiving and praise (1359-1361)

b Sacrificial memorial (1362-1372)

i Ecclesia de Eucharistia

C. Celebration (1345-1355)

Love, Listen and Learn

a Parts of the Mass (1348-1355)
b Roles of priests and deacons (1566, 1570)
c Roles of faith community (1140, 1348)
D Essential elements
a Bread (unleavened in Latin Church, leavened in Eastern Churches) and wine from grapes (1412; CIC, cc. 924 §§1-3, 926, 927).

Pupils will learn about:

Celebration: (5-7)

- Signs and symbols used by the Church (5-7)
- The main rites and symbols of Baptism and Confirmation (5-7)
- The main aspects of the Eucharistic liturgy?
- Celebration and prayers used at the Eucharist (5-7)
- Celebrations of the Jewish faith and other religions (5-7)

Celebration: (7-11)

- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Signs and symbols and their significance in liturgy (7-11)
- Sunday as a significant day in the life of the local Church (7-11)
- The rites of Baptism and Confirmation and the response they invite (7-11)
- The structure of the Eucharist (7-11)

Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii). It also includes opportunities for assessment of AT 2 (ii).

Remember: completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Outcomes

- n. Recognise, describe and give reasons for some religious signs, symbols, words and phrases related to the Sacraments of Initiation (AT 1 (ii) Level 3)
- o. Use religious terms to show an understanding of the sacraments of Initiation (AT 1 (ii) Level 4)
- p. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
- q. Identify sources of religious belief and explain how distinctive religious beliefs arise (AT 1 (i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the importance of the sacramental life of the Church
- A commitment to celebrating their faith
- An openness to the presence of God in the Sacraments
- Reflectiveness in prayer

Other Curriculum Links:

English: Reading for information

The Arts: Role play of periods in history

Humanities: History

PSHE/SMSC: Big Questions: How do I belong? Am I acceptable? I am included?

IT: Research

Key Terminology: sacrament, initiation, ritual, words, actions and symbols, presbyter (one who presides at liturgy), consecration, transubstantiation

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church and school are.

**AGE GROUP
STATEMENTS
FROM THE RECD**

Pupils will learn about:

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world
- Ways of belonging to the community
- The 'Church' as the People of God made one by Jesus, a community which shares love and life
- Opportunities today to live and share life following the example of Jesus

The Church (7-11)

- The life of the Church in other parts of the world (e.g. customs and traditions, universal saints)
- Respect for community values and life of other cultures and other religious communities

Celebration: (5-7)

- Prayers from Scripture and tradition

Celebration: (7-11)

- A variety of prayers and prayer forms, formal and informal used for personal and community prayer

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii). Remember: *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes: (ATTAINMENT LEVELS)

- a. Recognise and describe or give reasons for the practice of Lectio Divina (AT 1 (ii) Levels 1-3)
- b. Use religious terms to show an understanding of Lectio Divina (AT 1 (ii) Level 4)
- c. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
- d. Describe some ways in which religion is lived out by believers (AT 1 (iii) Level 2)

- e. Give reasons for certain actions by believers (AT 1 (iii) Level 3)
- f. Recognise, describe or give reasons for the customs of Christmas (AT 1 (ii) Levels 1-3)

- g. Pray

NEW AGE RELATED STANDARDS – FOR TRIAL

- a. Talk about and record, describe or explain (give reasons) for the practice of Lectio Divina (Year 1, 2, 3)
- b. Explain Lectio Divina making links between what we believe and how we pray. (Year 4)
- c. Explain the whole of Lectio Divina making links between belief and prayer. (Year 5)
- d. Explain Lectio Divina and another form of prayer or worship, finding links between them. Include aspects of their historical development. (Year 6)
- e. Talk about and record, describe or explain some ways in which faith is lived out by believers (Year 1, 2, 3)

- f. Talk about and record, describe or give reasons for the customs and traditions of Christmas (Year 1, 2, 3)
- g. Give reasons for the customs and traditions of Christmas making links between what we believe and how we pray. (Year 4)
- h. Give reasons for the customs and traditions of Christmas finding links between belief and worship/life (Year 5)
- i. Describe the historical circumstances associated with development of Christmas customs and traditions. (Year 6)

- j. P
ra
y

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the importance of the sacramental life of the Church
- An openness to the presence of God in the Sacraments
- A commitment to celebrating their faith
- Reflectiveness in prayer
-

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-478) B

Jesus Christ is fully God and fully man (464-469)

a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)

b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

The Church

2.2.1. Unity and Diversity (813-814)

The Church A is one (813-822)

a Unity is in Jesus Christ through the Holy Spirit; it is visible unity in the world

b The Church is united in charity, in the profession of one faith, in the common celebration of worship and sacraments, and in Apostolic Succession (815)

B Unity in diversity

a Multiplicity of peoples, cultures, and liturgical traditions (814, 1202)

b Communion of twenty-one Eastern Catholic Churches and one Western Church, all in union with the Pope F

Ecumenism

a Jesus' prayer for unity of his disciples (Jn 17:11; 820)

b Vatican II documents

c Ecumenical dialogues with Orthodox Churches and Protestant ecclesial and faith communities emphasized common baptism of all Christians and common service to love even to the point of joint-martyrdom

d The fullness of Christ's Church subsists in the Catholic Church (LG, no. 8)

G Interreligious Dialogue

a Judaism, which holds a unique place in relation to the Catholic Church b

Islam

c Other religions

2.5.3. Proclamation, Dialogue and Ecumenism (839-856)

B Interreligious dialogue

a There are many forms of interreligious dialogue

i The dialogue of daily life in religiously pluralistic societies/communities

ii The dialogue of shared service to the needy

iii The dialogue of theologians and scholars iv

The dialogue of shared spiritual experience

b Such dialogue requires mutual search for truth among those learned in their own religious traditions

c Requires respect and understanding of differences in culture as well as in belief

d Requires training in accurate knowledge of other religions

e Can and should involve working together in service to those in need

Celebration

3.5.2. A universal call (2566-2567)

A God calls every individual to a vital relationship with him experienced in prayer (2558)

B Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

C Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer

c Lectio divina is a way of praying on the Word of God

EYFS Autumn 2 2017 From Advent to Christmas

Topic Theme: From Advent to Christmas

This unit is intended as the second for the academic year 2017/2018 and the first of the Liturgical year, Year A. In keeping with the Liturgical year, this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1.The Nature of Revelation: How Do We Know About God? (1-3,27-35)
C. Divine Revelation (50-53,68-69)

1.2.5. The Shape of the Bible (120-130)

D. The Gospels

1.5.1. Jesus Christ, Son of God (422-679)

A. Mystery of the Incarnation: Emmanuel (God-is- with-us) (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. The Gospels recognise Jesus as the fulfillment of the promise

1.5.3. The Mystery of the Incarnation (461-463)

A. The Word became flesh (the Incarnation) (525-528, 456-478)

B. Jesus Christ is fully God and fully man (464-469)

3.5.1. What is prayer? (2559-2565)

A. The Church at prayer

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626-2649)

F. Prayer requires effort and commitment (2729-2745)

3.2.4. Liturgical year (1163-1171)

A. Seasons (1163-1165)

B. The Sabbath and the Lord's Day (1166-1167)

C. The liturgical year (1168-1171)

D. The sanctoral (1172-1173)

E. The Liturgy of the Hours (1174-1178)

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its

sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

1. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
2. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
3. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
4. Matthew has no shepherds – instead wise men (Maji) visit the baby.
5. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

Spring 1 2018

Jesus at Prayer

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

The Church

2.2.1. Unity and Diversity (813-814)

G Interreligious Dialogue

a Judaism, which holds a unique place in relation to the Catholic Church

b Islam

c Other religions

2.5.3. Proclamation, Dialogue and Ecumenism (839-856)

B Interreligious dialogue

a There are many forms of interreligious dialogue

i The dialogue of daily life in religiously pluralistic societies/communities

ii The dialogue of shared service to the needy

iii The dialogue of theologians and scholars

iv The dialogue of shared spiritual experience

b Such dialogue requires mutual search for truth among those learned in their own religious traditions

c Requires respect and understanding of differences in culture as well as in belief

d Requires training in accurate knowledge of other religions

e Can and should involve working together in service to those in need

Celebration

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

B God has always called all people to prayer (2569)

Life in Christ

4.1.4. World Religions: Judaism (839-848)

A The link between the Catholic Church and the Jewish people is special

a Bl John Paul II referred to the Jewish people as 'our elder brothers'

b The Jewish people were God's choice to be the instrument for the salvation of the world. They were the first to hear the Word of God, that is, Divine Revelation (839)

c The relationship between the Catholic Church and the Jewish people is unique

d Unlike other non-Christian religions, the Jewish faith is a response to God's Revelation in the Old Covenant (839)

e The patriarchs of the Jewish people — Abraham, Isaac, Jacob, and Moses — are also the ancestors in faith for members of the Catholic Church

f The Jewish people are the original Chosen People of God; Christians are the new People of God (840)

g Our Saviour, Jesus Christ, was born and raised as a Jew; Mary, the Apostles, and the disciples were also Jews

h The New Covenant with Jesus Christ is the fulfillment of the promises of the first Covenant between God and the Jewish people

Catholics and Jews share i common elements of moral life and practice:

j The Decalogue is a strong part of Catholic moral teaching and tradition

k Jesus Christ drew on the Decalogue and the teaching of the prophets in his teaching on self-giving love and moral living

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none">• Stories of significant people in the Old and New Testament <p>The Church (5-7)</p> <ul style="list-style-type: none">• The way the Jewish faith and other religions live their lives <p>Celebration: (5-7)</p> <ul style="list-style-type: none">• Celebrations of the Jewish faith and other religions	<p>Revelation: (7-11)</p> <ul style="list-style-type: none">• God’s call to people in the Old Testament• Key imagery that speaks of God in the Old Testament and the Gospels <p>The Church (7-11)</p> <ul style="list-style-type: none">• Respect for the writings and holy people of the Jewish faith and other religions <p>Life in Christ: (7-11)</p> <ul style="list-style-type: none">• Respect for community values and life of other cultures and other religious communities
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EYFS In His Presence (Spring 1 2018)

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to know that Jesus helps us to choose the good
- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God

Life in Christ:

- Learn to say 'sorry'
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Pupils' will learn that creation is the first and universal revelation of God's love.

Celebration:

Pupils are taught that the sacraments give and celebrate the life of God's grace in us. And that through the words and actions of the sacraments Christ communicates with us. Pupils learn that Sacramental celebrations are woven from signs and symbols which are drawn from both material creation and human culture.

One of the key aims of Religious Education is to make pupils aware of the sacraments of healing. Through reconciliation Jesus is sacramentally present and calling us to conversion; in the Anointing of the Sick the love and healing power of Christ is made present through the laying on of hands and anointing with oil.

Jesus Christ, Son of God:

Pupils are introduced to the concept that freedom is the basis of human acts; the power to perform and take responsibility for actions. They are taught that Sin is always the result of free will and the genuine failure of

Spring 2 2018 From Lent to Easter

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.2.5. The Shape of the Bible (120-130)

iv The contents of the Synoptic Gospels (512-667)

• Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C. c d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which A re-presents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B. Understanding the sacrament

a Scriptural basis: The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at

Passover, and Yahweh providing manna from heaven (Ex 12, 1333, 1544). New Testament references: Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff. (1337-1344)

Celebration

3.5.1. What is prayer? (2559-2565)

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A. A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday and Easter Sunday

The Church (5-7)

- The 'Church' as the People of God made one by Jesus, a community which shares love and life

Celebration: (5-7)

- The story of the Last Supper
- The main aspects of the Eucharistic celebration and prayers used at the Eucharist

Life in Christ (5-7)

- Signs of God's care and blessings: in creation, in Scripture and in human life
- Their human qualities and gifts and those of others
- Ways in which they are free to choose

Revelation: (7-11)

- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension

The Church (7-11)

- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities)

Celebration: (7-11)

- The significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer

Life in Christ

- Human gifts and qualities and the physical world as gifts and signs of God's love
- How such gifts may be used, neglected or abused
- The diversity and richness of creation
- The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life

Outcomes: (ATTAINMENT LEVELS)

- a. Retell Mark's account of the Last Supper (Mk 14:12-26) (AT 1 (i) Level 2)
- b. Identify the Last Supper as the source of belief that the bread and wine become the body and blood of Jesus (AT 1 (i) Level 3)
- c. Compare and make links between Mark's account of the Last Supper and the Liturgy of the Eucharistic (AT 1 (i) Level 4)
- d. Describe how the Eucharist as a ritual of remembrance of God's activity in life has developed (AT 1 (i) Level 5)
- e. Pray the Examen as a prayer for Lent

EYFS Spring 2 2018 Lent and the Passion of Jesus

Topic Theme: Lent and the Passion of Jesus

Children will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent officially ends on Holy Thursday when the Triduum, the three days – Holy Thursday, Good Friday and Holy Saturday, occur. This unit looks only at the Passion of Jesus, not the Resurrection. The Resurrection, post Resurrection experiences and Pentecost are covered in the next topic.

The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Hear the story of Easter

Church:

Experience that a Church is a special place where God's people gather to pray.

Celebration:

Experience liturgical celebrations in a variety of simple settings.

Experience and recognise prayer is talking and listening to God.

Life in Christ:

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation: Pupils' will learn that through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ.

Celebration:

Pupils are taught that the Stations of the Cross develop their living relationship with God, in and through Jesus Christ. It is an intimate encounter within the heart of each person.

Jesus Christ, Son of God:

Pupils are introduced to Jesus who is truly God and truly human. In him the entire revelation of the most high God is summed up. His life, death and resurrection are the core events of human history and the heart of our faith. His cross is the ultimate sacrifice for each of us. Jesus reveals the truth and love of God through himself; truly human, truly God.

Summer 1 2018 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.2. The Holy Spirit in the Church (733-741, 747)

- A The Holy Spirit and Jesus Christ in his earthly mission (727-730, 745-746)
- B The event of Pentecost (731-732, 738)
- C The Holy Spirit act in the hearts of the faithful (684, 738-741, 1966)

Church

2.3.3. A hierarchical Church (880-896, 1655-1658, 2204-2206)

- A The College of Bishops in union with the pope as its head
 - a The Holy See
 - b Individual dioceses
 - c Parishes
 - d Family: the domestic Church (791, 1655-1658, 2204, 2685)
- B The various vocations of life
 - a Ordained bishops, diocesan and religious priests continue the ministry of Christ the Head (1555-1568)
 - b Ordained deacons continue the ministry of Christ the Servant (1569-1571)
 - c Religious: consecrated by vows to Christ (925-933)
 - i Religious orders
 - ii Religious societies
 - d Laity: baptized members of Christ (897-913)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The story of the coming of the Holy Spirit at Pentecost

The Church (5-7)

- Roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope)
- Opportunities today to live and share life following the example of Jesus

Life in Christ (5-7)

- The Holy spirit as the Helper Jesus promised his Church
- 'Neighbours' and Jesus' call to 'love your neighbour as yourself'
- Their human qualities and gifts and those of others
- Ways in which they are free to choose

Revelation: (7-11)

- The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples

The Church (7-11)

- The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community

Life in Christ

- The joy and challenge of and the giving and receiving in relationships
- Human gifts and qualities and the physical world as gifts and signs of God's love
- How such gifts may be used, neglected or abused
- The joys and challenges that freedom and responsibility bring
- The value and challenge of differences between individuals and peoples
- Ways love of neighbour can be shown at home, at church, locally and globally
- The Christian values which inform love of neighbour and oneself

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for assessment of AT 2 (i) and (iii). *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes

- f. Retell Mark's account of the Resurrection (Mark 16:1-8) (AT 1 (i) Level 2)
- g. Identify how Mark's account of the resurrection might have challenged/affirmed his original community and how it challenges us now. (Not in Levels)
- h. Describe some ways in which religion is lived out by believers (AT 1 (iii) Level 2)
- i. Give reasons for certain actions by believers (AT 1 (iii) Level 3)
- j. Show understanding of how religious belief shapes life (AT 1 (iii) Level 4)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the many people who live in response to their faith
- An awareness of the importance of faith in life
- An openness to the impact that faith can have on their own decisions and actions
- A willingness to respond to the personal call to faith which is theirs

Other Curriculum Links:

English: Oral literacy; questioning; listening for information

The Arts: displays

Humanities: Geography; the journeys of Paul

PSHE/SMSC: Big Questions: How do beliefs and values inform how people, including me, live and act?

IT: Web based Research

Key Terminology: Evangelist; persecution; Pentecost; faith; disciples; Gospel; Martyr; Tyburn; Convent

EYFS Summer 1 2018 From Easter to Pentecost

Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came to life again! Without the resurrection the Church would not have begun.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God’s people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

- a A historical event involving Christ’s physical body
 - i Testified to by those who saw the Risen Jesus

- ii Verified by the empty tomb
 - b A transcendent event in which Jesus is no longer bound by space and time
 - i The Resurrection is not a resuscitation or a return to earthly life
 - c The significance of Christ's Resurrection
 - i Confirmation of Jesus' divinity and of his words and teachings(651,653)
 - ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)
 - iii A promise of our own resurrection (1 Cor 15)
 - d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist
- D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)**
- a The Ascension marks the entrance of Jesus' humanity into heaven (659)
 - b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Summer 2 2018 Discipleship

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- Stories of significant people in the Old and New Testament

The Church (5-7)

- The way Jesus gathered and formed a community of disciples and the life they shared

Celebration (5-7)

- Ways in which Jesus invited men and women to friendship and discipleship

Life in Christ (5-7)

- Ways in which Jesus showed love and respect for others

Revelation: (7-11)

- How Jesus called people to follow him

The Church (7-11)

- The cost of discipleship

Life in Christ (7-11)

- Accounts in Scripture of God's invitations and a variety of responses

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and monitoring of AT 2. *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes:

- k. Retell Mark's account of the calling of the disciples: Simon, Andrew, James John and Levi. (Mark 1:16-20 and 2:13-14) (AT 1 (i) Level 2)
- l. Describe what it means to be a follower of Jesus (AT 1 (i) Level 3)
- m. Review people they have learned about during this year to determine if and if so how they are followers of Jesus. AT 1 (i) Level 4)
- n. Explain how the call to discipleship has developed over time (AT 1 (i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An openness to following the life and teaching of Jesus
- An awareness of the way that people around them live as contemporary followers
- An attitude of hope in responding to the challenges of being a disciple

EYFS Summer 2 2018 A Virtuous Life

Topic Theme: A Virtuous Life

This unit is intended to complete the Year C cycle and the academic year. It follows on from the previous unit and the concept of *caritas* to explore more fully Church teaching on the cardinal virtues. This unit continues to present Luke's Gospel as its source by teaching the story of the Good Samaritan as a model for a virtuous life.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults
Form, and experience good relationships with peers and with adults in the school community
Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Topic Theme: A Virtuous Life

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803)

a Definition of virtue (1803)

b Types of virtue (1804-1832)

c Theological virtues (1812-1829)

d Cardinal virtues (1804, 1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6 Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2018 Beginning with God

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation: (5-7)

- Stories of significant people in the Old Testament (5-7)
- Scriptural imagery which speaks of God (5-7)
- The Sign of the Cross (5-7)

Celebration:

- Prayers from Scripture and the Tradition (5-7)

Revelation:

- The Bible (7-11)
- Key imagery that speaks of God in the Old Testament and the Gospels (7-11)
- God's call to people in the Old Testament (7-11)

Celebration:

- Community prayer (7-11)

OUTCOMES - Linked to Levels of Attainment

This unit has been written to model the linear teaching of AT 1 (i) to Level 5.

Block 1 teaches the Exodus 3:1-13 where Moses encounters the Burning Bush before explicitly teaching beliefs drawn from this passage, required for AT 1 (i) Level 3. Block 2 recalls beliefs drawn from Scripture (AT 1 (i) Level 3) before extending learning to make links between Scripture and Tradition. (AT 1 (i) Level 4). It then moves to teach how belief in the Trinity developed for achievement of AT 1 (i) Level 5.

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1: Pupils will...

- c. Retell the story of Moses and the Burning Bush (AT 1 (i) Level 2)
- d. Make links between Scripture and belief in the nature of God as Trinity (AT 1 (i) Level 3)

Block 2: Pupils will...

- r. Make links between scripture and the nature of God expressed in some Biblical metaphors (AT 1 (i) Level 3)
- s. Make links between Scripture and belief in the Trinitarian nature of God (AT 1 (i) Level 3)
- t. Describe and show understanding of God from two sources of revelation: Scripture and the Nicene Creed (AT 1 (i) Level 4)
- u. Show how belief in God as Trinity developed (AT 1 (i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the nature of God as greater than what we can imagine or know
- A sense of the presence of God in their lives
- An openness to wondering about God as ‘three in one’.

Other Curriculum Links:

English: The teaching of Metaphors; The prefix ‘Tri’

Geography: Mapping

Maths: ‘Tri’ – Triangles, pyramids, hexagons

Art: Moulding and Construction in clay

Key Terminology: God, Monotheism, Trinity, Jesus, Holy Spirit, Exodus, YHWH, revelation, sources, Creation, Humans experience, Tradition, Scripture

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35)

The human appetite for God A (1-3, 27-30, 44-45, 1718)

Within all people there is a longing for God

b This longing comes from God, who desires and initiates a relationship with each person

c Only in God can lasting joy and peace be found in this life and in the next

B God revealed in different ways (31-35)

1.1.2. The Nature of Revelation: God's gift of himself (74-100)

A Scripture, Tradition, and the depositum fidei (74-100, 103-108, 134-135)

a Definitions

b Scripture is the inspired record of God's Revelation in history

c Tradition is the living transmission of the message of the Gospel in the Church

1.1.3. Faith: the response to God's self-Revelation (144-165)

A Faith in general (143-144, 153-165)

a Grace that enables an assent of mind, heart, and will (143)

b Willingness to believe and trust in what God has communicated to us

c Relationship with God: Father, Son, and Holy Spirit (150-152)

1.4.2. The Trinity: (238-248, 253-256)

A The First Person of the Trinity: God the Father (238-242)

a God the Father is the source of all that is, visible and invisible

b God is Father in relation to the Son from all eternity (240)

c God is Father to all those baptized as his adopted sons and daughters through and in the Son (232-233, 249)

d God the Father of mercy also cares for the unbaptized (1257, 1260-1261)

B The Second Person of the Trinity: God the Son (461, 422)

C The Third Person of the Trinity: the Holy Spirit, the Lord and giver of life (243-248)

EYFS Beginnings (Autumn 1 2018)

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church and school are.

Autumn 2 2018 From Advent to Christmas

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.1. Jesus Christ, Son of God (422-679)

Mystery of the Incarnation: A Emmanuel (God-is-with-us) (Jn 3:16-17; 484)

a Jesus Christ is the Logos, the Word of God, the fulfillment of God's promise to Adam and Eve and to the people of ancient Israel (761-762)

b Son of God from all eternity and Son of Mary from the moment of the Incarnation (486, 496, 487, 501, 721-730)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G The Gospels recognise Jesus as the fulfilment of the promise

a The Annunciation: Mary's fiat, her consent to be the Mother of God (Theotokos) (Lk 1:38; 484-489).

b The dream of St. Joseph; the role of St. Joseph in the life of the Holy Family (496-507)

c The Gospels apply the ancient prophecies to Jesus (522-524)

H The Word made flesh: 456-464

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-478)

a To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (457)

b That we might come to know the depth of God's love for us (458)

c To be our model of holiness (459)

d To make us partakers of the divine nature (457-460)

e To destroy the power of the Devil (1 Jn 3:8)

B Jesus Christ is fully God and fully man (464-469)

a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)

b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind.

He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

1.5.4. Unique role of Mary, the Mother of God (484-512)

A The Annunciation and Mary's 'fiat' (484-487).

B An unparalleled recipient of God's grace: Immaculate Conception; Assumption (490-494, 966)

C Mary is ever-virgin (499-507)

E Mary is the Mother of the Church (507)

Celebration

3.2.4. Liturgical year (1163-1171)

A Seasons (1163-1165)

B The Sabbath and the Lord's Day (1166-1167)

C The liturgical year (1168-1171)

D The sanctoral (1172-1173)

E The Liturgy of the Hours (1174-1178)

AGE	OUTCOMES - Linked to Levels of Attainment		
<p>Pupils will learn about Revelation (5-7)</p> <ul style="list-style-type: none"> The main characters and places in the life of Jesus: the Nativity <p>The Church (5-7)</p> <ul style="list-style-type: none"> The role of Mary and her 'yes' to God's Word How people who heard the Good News of Jesus began to share a way of life <p>Celebration (5-7)</p> <ul style="list-style-type: none"> Prayers from the Tradition Some ways the church celebrates major seasons of the liturgical year 	<p>The framework has been written in the life of teaching of the Bible (AT 1 (ii) and AT I (iii)). Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which the pupils are working.</p> <p>Outcomes: How do we remember and wait for the birth of Jesus? AT 1 (ii) a. Recognise, describe or give reasons for some of the symbols, actions and words associated with the Nativity. (7-11) b. How do we remember and wait for the birth of Jesus? c. Retell Luke's account of the birth of Jesus (AT 1 (i) Level 2) d. Examine Luke's account of the birth of Jesus and identify expressions of belief in the incarnation (AT 1 (i) Level 3) How does the local community celebrate the birth of Jesus today? AT 1 (iii) e. Make links between two sources: the incarnation in Scripture and in the celebration of Christmas today (AT 1 (i) Level 4)</p>	<p>The Gospel accounts of key events in the life of Jesus: the Nativity. (7-11)</p> <p>God's call to people in the Old Testament</p> <p>The Church (7-11)</p> <ul style="list-style-type: none"> The role of Mary as Mother of Jesus <p>Celebration (7-11)</p> <ul style="list-style-type: none"> The Church's celebrations of significant events in the life of Jesus (7-11)(ii) <p>Culture and the celebration of Christmas today</p>	<p>of Jesus:</p>
	<p>f. Recognise, describe or explain that people act in particular ways because of their faith (AT 1 (iii) Levels 1-3)</p> <p>g. Explain how religious belief shapes life (AT 1 (iii) Level 4)</p>		
	<p>Spiritual Outcomes: It is hoped that pupils will develop:</p> <ul style="list-style-type: none"> A sense of wonder about the coming of God into the world A disposition of prayer An openness to the mystery of God, incarnate An appreciation of the gift of Christmas 		

Other Curriculum Links:

English: The interpretation of texts.

The Arts: 'reading' an art work

Humanities:

PSHE/SMSC: The Big AT 2 Question. Does the celebration of Christmas today include remembering the incarnation of God?

IT: Typing up of the Liturgy

Key Terminology: Advent, Christmas (the Mass of Christ), Messiah, Incarnation, saviour, Luke, Gospel, author, audience, community, midrash

EYFS Advent and Christmas (Autumn 2 2018)

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Topic Theme: Advent and Christmas

This unit, in the Spirit, explores the most basic, fundamental aspects of faith: belief in God. As this unit will be taught during the seasons of Advent and Christmas, this unit teaches the incarnation, belief that Jesus was God in human form.

Content Areas from the Religious Education Curriculum Directory

Pupils will define the term universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is

Revelation:

- Hear the story of Christmas
- Come to know Jesus is God the Father's Son.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Church:

- Come to know that Mary is the mother of Jesus.
- Experience that a Church is a special place where God's people gather to pray.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political.

Celebration:

- Experience praying with others as a celebration
- Experience liturgical celebrations in a variety of simple settings.
- Be able to join in simple prayers and hymns.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Spring 1 2019 Being A Sacramental People

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Church

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

b. ii The Church has a sacramental view of all reality (739)

3.2.2. Who celebrates? (1136-1144)

A Liturgy is the action of the 'whole Christ' (totus Christus)

b The sacramental liturgy

3.2.3. Signs and symbols (1145-1152)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.2.5. Seven sacraments (1210)

A Definition of sacrament: A sacrament is an efficacious sign of grace, instituted by Christ and entrusted to the Church, by which divine life of grace is dispensed to us through the work of the

Holy Spirit (1131)

D Redemption is mediated through the seven sacraments

a Christ acts through the sacraments (1084-1085)

b Sacraments for healing and sanctification (1123, 1421)

3.3.1. Sacraments of Christian Initiation (1212-1419)

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which A re-presents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

3.4.1. Sacraments of Healing (1420-1532)

Human beings are ‘earthen vessels’ A subject to suffering, illness and death, and weakened by sin (1420)

a Jesus Christ is our physician and healer (1421)

3.4.2. Reconciliation: (1422-1484)

A Definition: the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (1422, 1425, 1428, 1446)

3.4.3. Anointing of the Sick: 1499-1525

A Definition: the sacrament which gives spiritual healing and strength to a person seriously ill and sometimes also physical recovery (1499-1513)

3.4.1. Sacraments at the Service of Communion (1533-1666)

A Ordered to the service of others (1534)

a Mission (1535)

b Consecration (1535)

3.4.2. Holy Orders (1536-1589)

A Definition: the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfil the responsibilities of the order to which he is ordained.

3.4.3. Marriage (1601-1658)

A Definition: the sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (1601, 1603, 1613-1616, 1642)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The beauty, detail and order in creation
- Their gifts and growth (e.g. gifts of senses)

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)

Revelation: (7-11)

- Responses to creation (e.g. in prayer, art, music etc.)

The Church (7-11)

- To being 'Church' in the parish, diocese and universal Church
- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise)
- Their freedom to choose and responsibility to choose the good

<ul style="list-style-type: none"> • Ways of belonging to the community (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The place and value of celebrations in family, school and parish • Signs and symbols used by the Church • <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • Ways in which they are free to choose • Taking responsibility for themselves and towards others • Responses that are not loving and failures to show love and care • Signs of God’s care and blessings: in creation, in Scripture and in human life 	<p>Celebration (7-11)</p> <ul style="list-style-type: none"> • The practice of examination of conscience and its significance for Christian living • The rite of Reconciliation and its significance • The Sacrament of the Sick <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • Conscience as a gift to be developed through the practice of examination of conscience • Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness • The values of sharing, showing respect and care for others
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (iii). It also includes opportunities for monitoring of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 4-5 *Completion of a ‘levelled’ activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- c. Recognise, describe or explain that people act in particular ways because of their faith (AT 1 (iii) Levels 1-3)
- d. Recognise, describe or explain the signs, symbols, words and actions of the Sacraments of Healing (AT 1 (ii) Levels 1-3)

Block 2:

- r. Explain how religious belief shapes life (AT 1 (iii) Level 4)
- s. Identify and describe the words, actions and symbols in the Sacraments of Healing (AT 1 (ii) Level 4)
- t. Describe and explain the meaning and purpose of a Sacrament of Healing. (AT 1 (ii) Level 5)
- u. Identify similarities and differences between peoples’ responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5).

Spiritual Outcomes:
It is hoped that pupils will develop:

- An appreciation of God’s presence in the world
- A respect for relationships which bring God’s presence to us
- An attitude of openness to the Sacraments: words, actions and symbols
- A willingness to seek God in their own lives
- A recognition of the need for healing in the world.

Other Curriculum Links:

English:

The Arts:

Humanities:

PSHE/SMSC:

IT:

Key Terminology: Sacramental principle, Sacraments, healing, anointing, words, actions, symbols, elements, 'make present', presence of God, oil, rings, bread and wine, water
Sin, Reconciliation, Penance, Contrition

EYFS Spring 1 2019 Being A Sacramental People

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to know that Jesus helps us to choose the good
- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God

Life in Christ:

- Learn to say 'sorry'
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Pupils' will learn that creation is the first and universal revelation of God's love.

Celebration:

Pupils are taught that the sacraments give and celebrate the life of God's grace in us. And that through the words and actions of the sacraments Christ communicates with us. Pupils learn that Sacramental celebrations are woven from signs and symbols which are drawn from both material creation and human culture.

One of the key aims of Religious Education is to make pupils aware of the sacraments of healing. Through reconciliation Jesus is sacramentally present and calling us to conversion; in the Anointing of the Sick the love and healing power of Christ is made present through the laying on of hands and anointing with oil.

Jesus Christ, Son of God:

Pupils are introduced to the concept that freedom is the basis of human acts; the power to perform and take responsibility for actions. They are taught that Sin is always the result of free will and the genuine failure of love for God, neighbour and ourselves.

Spring 2 2019 Lent to Easter

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.2.4 Understanding scripture (105-119)

D The Gospels

a The Gospels occupy the central place in Scripture (125, 139)

i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God

ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work

iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives

b Three stages in the formation of the Gospels (126)

c The Synoptic Gospels: Matthew, Mark, and Luke

i Approximate dates for each Gospel

ii What is known about each of these three evangelists

iii The churches for whom Matthew, Mark, and Luke wrote

iv The contents of the Synoptic Gospels (512- 667)

• Infancy narratives in Matthew and Luke

• The Baptism of Jesus

• The Temptations of Jesus

• Sermon on the Mount in Matthew; Sermon on the Plain in Luke

• Jesus' teaching, including the parables

• The miracles

• Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

B The Passion and Death of Jesus (595-618)

a The mystery of redemptive love and suffering on the cross

b Overcoming temptation by Satan

c Events of the Passion and the Suffering Servant

Prayer

3.5.1. What is prayer? (2559-2565)

A The Church at prayer

a Liturgical year (1163-1178)

b How we pray

e Popular piety (1674)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday(5-7)

The Church (5-7)

- Ways of belonging to the community (5-7) [The Last Supper]

Celebration (5-7)

- The story of the Last Supper (5-7)
- Prayers from Scripture and tradition (5-7)

Life in Christ (5-7)

- Relationships of love (e.g. parent, child) and love received and given (e.g. sharing) (5-7)

Revelation: (7-11)

- The Gospel accounts of key events in the life of Jesus: passion and death (7-11)

The Church (7-11)

- How the local Church is ‘good news’ for people and how everyone can have a part in this (7-11)
- How the school community has opportunities to be ‘good news’ for others (7-11)

Celebration (7-11)

- The significance of the Church’s names for this Sacrament the Mass, Eucharist, the Lord’s Supper, the Breaking of Bread (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

Life in Christ (7-11)

- The joy and challenge of and the giving and receiving in relationships (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (i). It also includes opportunities for assessment of AT 2 (i) and (ii). *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes:

- a. Recognise, describe or explain the Stations of the Cross as a devotional practise associated with Lent. (AT 1 (ii) Levels 1-3).
- b. Retell the events of the Entry into Jerusalem, the Last Supper or the Death of Jesus from the Gospel of Luke (AT 1 (i) Levels 1-2)
- c. Know that we believe in the real presence from the story of the Last Supper. (AT 1 (i) emerging Level 3)
- d. Explain the purpose and history of the Traditional Stations of the Cross. (AT 1 (ii) Level 4)
- e. Make links between Luke's account of the passion of Jesus and the Stations of the Cross (AT 1 (i) Level 4)
- f. Plot development in belief of the Passion of Jesus through the Stations of the Cross. (AT 1(i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of reflection and prayer
- An openness to the presence of God in the Eucharist
- A willingness to be part of Lent and Easter celebrations

Other Curriculum Links:

English: Drawing meaning from (interpreting) passages

The Arts: Lenten activities

Humanities: Mapping; Jerusalem

PSHE/SMSC: Anticipation of significant events; the commonality of belief – belonging to a group who share belief and practice

IT: Completion of think pad (if desired), use of the internet for research

Key Terminology: Passion, Passover, Last Supper, Penance, Lent, Ashes, Shrove Tuesday, Ash Wednesday, Palm Sunday, Holy Thursday, Good Friday, Holy Week, almsgiving, crucify, Stations of the Cross, suffering, Triduum, transubstantiation.

EYFS Spring 2 2019 Lent to Easter

Overview

Topic Theme: Lent and the Passion of Jesus

Children will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent officially ends on Holy Thursday when the Triduum, the three days – Holy Thursday, Good Friday and Holy Saturday, occur. This unit looks only at the Passion of Jesus, not the Resurrection. The Resurrection, post Resurrection experiences and Pentecost are covered in the next topic.

The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation: Pupils' will learn that through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ.

Celebration:

Pupils are taught that the Stations of the Cross develop their living relationship with God, in and through Jesus Christ. It is an intimate encounter within the heart of each person.

Jesus Christ, Son of God:

Pupils are introduced to Jesus who is truly God and truly human. In him the entire revelation of the most high God is summed up. His life, death and resurrection are the core events of human history and the heart of our faith. His cross is the ultimate sacrifice for each of us. Jesus reveals the truth and love of God through himself; truly human, truly God

Summer 1 2019 From Easter to Pentecost

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none">• The main events, characters and places in the life of Jesus: Easter Sunday (5-7)• The story of the coming of the Holy Spirit at Pentecost (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none">• Ways of belonging to the community (5-7) [Pentecost] <p>Celebration (5-7)</p> <ul style="list-style-type: none">• Prayers from Scripture and tradition (5-7)	<p>Revelation: (7-11)</p> <ul style="list-style-type: none">• The Gospel accounts of key events in the life of Jesus: resurrection and ascension (7-11)• The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none">• How the local Church is 'good news' for people and how everyone can have a part in this (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none">• A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
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Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658) ^[11] _[SEP]

a A historical event involving Christ's physical body ^[11] _[SEP]

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection ^[11] _[SEP]

i Confirmation of Jesus' divinity and of his words and teachings (651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- o. Retell some of the events of the Easter Season: the Resurrection, the journey to Emmaus, the Ascension and the Coming of the Holy Spirit at Pentecost; according to the Gospel of Luke and the Acts of the Apostles (AT 1 (i) Levels 1-2)
- p. Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)
- q. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)

Block 2:

- v. Retell the events of the Easter Season from the writing of Luke (AT 1 (i) Levels 1-2)
- w. Explain how the Resurrection and Post-Resurrection appearances lead to belief in the divinity of Christ. (AT 1 (i) Level 3).
- x. Make connections between two sources of revelation by finding belief in the resurrection within the Creed. (AT 1 (i) Level 4)
- y. Show how belief in the resurrection has developed from the time of Jesus to the writing of the Creed and to the present day. (AT 1 (i) Level 5)
- z. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)
- aa. Show understanding of how belief in 'caritas' shapes a whole person's life (AT 1 (iii) Level 4)
- bb. Identify similarities and differences between how people of faith and no faith respond to care of those in need. (AT 1 (iii) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A strengthened sense of belief in the resurrection of Jesus
- A willingness to accept the obligation to care for those less fortunate than ourselves
- A sense of how the resurrection provides a way of living

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: Drawing, photography/displays

Maths: Timeline/counting and number

History: Chronological order/ Timeline

PSHE/SMSC: Personal Reflection

IT: Internet search and gathering of information

Key Terminology: New life, appearances, Ascension, Resurrection, Pentecost, caritas, charity, Easter

EYFS Summer 1 2019 From Easter to Pentecost

Overview



Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came to life again! Without the resurrection the Church would not have begun.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

a A historical event involving Christ's physical body

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection

i Confirmation of Jesus' divinity and of his words and teachings(651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Background Information for Teachers

This unit uses a range of adult terms. These terms may be explained as follows.

Resurrection – Jesus had died but he came alive again – he rose from the dead.

Post-Resurrection appearances – after Jesus had risen from the dead he 'visited' the disciples. He showed them that he was alive.

Ascension – to ascend is to go up (stairs, lift). Jesus rose into the air and vanished, we believe he went back to God

Pentecost – A Jewish festival of saying thanks to God for the first fruits of the season. Celebrated 50 days after Passover. Luke tells us that the Holy Spirit came to the community during the festival of Pentecost.

The colours of the Easter Season are Gold and White. Red is worn on Pentecost.

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Life in Christ

4.3.5. Virtues (1804-1832)

A Virtue (1803)^[11]_[SEP]

a Definition of virtue (1803)^[11]_[SEP]

b Types of virtue (1804-1832)^[11]_[SEP]

c Theological virtues (1812-1829)^[11]_[SEP]

d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfilment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6 Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm

Summer 2 2019
From In God's
Name (A
Virtuous Life)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- Stories of significant people in the Old and New Testament (5-7)

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- The way Jesus proclaimed the Good News in what he did and said (5-7)
- Opportunities today to live and share life following the example of Jesus (5-7)

Celebration (5-7)

- Ways in which Jesus invited men and women to friendship and discipleship (5-7)

Life in Christ (5-7)

- Scripture passages which illustrate freedom and responsibility in the choices people made (5-7)
- 'Neighbours' and Jesus' call to 'love your neighbour as yourself' (5-7)
-

Revelation: (7-11)

- The Gospel accounts of Jesus' public ministry and teaching (7-11)
- The Gospel accounts of how the lives of men and women were changed by their encounters with Jesus (7-11)

The Church (7-11)

- The ways Jesus proclaimed Good News to everyone he met and the variety of responses made (7-11)

Life in Christ (7-11)

- Their freedom to choose and responsibility to choose the good (7-11)
- Ways love of neighbour can be shown at home, at church, locally and globally (7-11)
- The Christian values which inform love of neighbour and oneself (7-11)
-

OUTCOMES - Linked to Levels of Attainment

<p>This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 <i>Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i></p>
<p>Block 1: Pupils will:</p> <ul style="list-style-type: none"> r. Become familiar with, retell and draw meaning from the story of the Good Samaritan. (AT 1 (i) Levels 1-3). s. Link the cardinal virtues (as a response to belief in love of neighbour) to the life of St John Southworth. (AT 1 (iii) to Level 3.)
<p>Block 2: Pupils will:</p> <ul style="list-style-type: none"> f. Retell the story of the Good Samaritan according the Gospel of Luke (AT 1 (i) Level 2) g. Know the cardinal virtues (prudence, justice, restraint and courage) and be able to explain them as a response to belief in love of neighbours . (AT 1 (i) Level 3) h. Describe how the cardinal virtues are evident in the characters in the story of the Good Samaritan. (AT 1 (i) Level 4) i. Name, describe and explain the life work of St John Southworth as one who lived a virtuous life (AT 1 (iii) Level 2, 3, 4) j. Identify similarities and differences between the Good Samaritan's and John Southworth's responses to the moral issues that they experienced. (AT 1 (iii) Level 5)
<p>Spiritual Outcomes: <i>It is hoped that pupils will develop:</i></p> <ul style="list-style-type: none"> • A sense of a virtuous person • An openness to the virtues that are presented • A willingness to try and live these virtues
<p><u>Other Curriculum Links:</u> English: Comprehension of stories/Literacy strategies Art: Drawing, displays Maths: counting, graphing PSHE/SMSC: Personal Reflection IT: Internet search and gathering of information Geography: Mapping History: The plagues of London</p>
<p>Key Terminology:</p>

EYFS Summer 2 2019 A Virtuous Life

Topic Theme: A Virtuous Life

This unit is intended to complete the Year C cycle and the academic year. It follows on from the previous unit and the concept of *caritas* to explore more fully Church teaching on the cardinal virtues. This unit continues to present Luke's Gospel as its source by teaching the story of the Good Samaritan as a model for a virtuous life.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults

Form, and experience good relationships with peers and with adults in the school community

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803)

a Definition of virtue (1803)

b Types of virtue (1804-1832)

c Theological virtues (1812-1829)

d Cardinal virtues (1804, 1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2019 In the Beginning

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.3.1 The Creation of the World and our First Parents (54,279-282)

A. Revelation as found in the book of Genesis.

Understanding literary forms in Scripture (289)

Genesis 1–11 conveys religious truth rather than science (283-289)

The book reveals truth about which science and history can only speculate

Scripture's use of figurative and symbolic language in Genesis 1–11 (362, 375, 390, 396)

D. Human beings as the summit of creation

a. Created in the image and likeness of God (356-16)

i. God made them male and female (369-373, 1605, 1702, 2331)

ii. Dignity of both men and women: similarities and differences (2333-2336)

1.2.4 Understanding scripture (105-119)

B. Criteria for interpreting the Sacred Scripture (109- 114, 137)

a. Read and interpret Sacred Scripture within the tradition and teaching of the Church

b. Give attention both to what the human authors intended to say and to what God reveals to us by their words

c. Take into account the conditions of the time when it was written and the culture in which it was written

d. Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, 12-13)

e. Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible

f. Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching

D. The Bible in relation to science and history (37, 159, 1960)

a. The Church teaches us how to relate truths of faith to science

b. There can be no conflict between religious truth and scientific and historical truth (159)

c. The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic or naturalistic understanding

Church

3.5.2. Prayer: A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

C. Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a. Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b. Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A. A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

B. God has always called all people to prayer (2569)

AGE GROUP STATEMENTS FROM THE RECD	
Pupils will learn about:	
OUTCOMES - Linked to Levels of Attainment	
<p>This framework has been written to model linear teaching of AT 1 (i) and (ii) and also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5. <i>Completion of a 'levelled' activity does not automatically constitute achievement of that level; both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i></p> <p>• Scriptural imagery which speaks of God (5-7) • The Bible (7-11)</p>	<p>(i) and (ii) and also includes opportunities for assessment of AT 2 (i) and (ii). <i>Completion of a 'levelled' activity does not automatically constitute achievement of that level; both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i></p>
<p>Block 1:</p> <p>The Church (5-7)</p> <p>e. Become familiar with or retell the second story of Creation; Genesis 2:4b-25. (AT 1 (i) Levels 1-2)</p> <ul style="list-style-type: none"> • The Jewish faith (5-7) <p>f. Identify the beliefs about God which come from this text. (AT 1 (i) emerging Level 3)</p> <p>Celebration (5-7)</p> <p>g. Recognise, describe and explain why prayer is part of the Christian ritual (AT 1 (i) emerging Level 3)</p> <ul style="list-style-type: none"> • The Good News of God's love and forgiveness in Old and New Testaments <p>h. Pray New Testament and the prayers of the Mass (5-7)</p>	<ul style="list-style-type: none"> • Responses to creation (e.g. in prayer, art, music etc.) (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Respect for the emerging holy people of the Jewish faith and other religions (7-11)
<p>Block 2:</p> <p>cc. Retell either of the stories of Creation: Genesis 1:1-2:4a or 2:4b-25. (AT 1 (i) Level 2)</p> <p>Life in Christ (5-7)</p> <p>dd. Signs of God's care and blessings in creation in Scripture and in human life (5-7)</p> <p>ee. Find connections between a creation passage and a quote from Laudamus Si. (AT 1 (i) Level 4)</p> <ul style="list-style-type: none"> • Scripture passages which reveal God's love (e.g. psalms) <p>ff. Explain why people call for prayer (Psalms)</p> <p>gg. Explain the Psalms as a form of prayer ritual used by both Jews and Christians today. (AT 1 (ii) Level 4 and 5)</p> <p>hh. Pray the Psalms</p>	<p>Celebration (7-11)</p> <ul style="list-style-type: none"> • Variety of prayer forms, formal and informal used for personal and community prayer (7-11) • Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11) • Community prayer (7-11) <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • The diversity and richness of creation (7-11)
Spiritual Outcomes:	
<p>It is hoped that pupils will develop:</p> <ul style="list-style-type: none"> • A sense of wonder for creation • A willingness to learn from Scripture • An appreciation of the truths contained in Scripture • A sense of the value of prayer 	

Other Curriculum Links:

English: Literary form: Psalm, poem, narrative – analysis of passages

The Arts: Artistic images of creation

Humanities: Creation as sacred: what obligation do we have for one another?

PSHE/SMSC:

IT: Use of IT for assessment

Key Terminology: Genesis, myth, adamah, ha 'adam, Yahweh, Yahwist, Priestly, Psalm, Liturgy, Prayer, Synagogue, Rabbi

EYFS Autumn 1 2019 Beginnings

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church

and school are.

Autumn 2 2019 From Advent to Christmas

**AGE GROUP STATEMENTS FROM
THE RECD**

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • The main events, characters and places in the life of Jesus: Nativity (5-7) • Stories of significant people in the Old and New Testament(5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Ways of belonging to the community (5-7) • The ‘Church’ as the People of God made one by Jesus, a community which shares love and life (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The place and value of celebrations in family, school and parish (5-7) • Some ways the church celebrates major seasons of the liturgical year (5-7) • Prayers from Scripture and tradition (5-7) • Ways in which people pray in church (5-7) • Signs and symbols used by the Church (5-7) 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • The Gospel accounts of key events in the life of Jesus: nativity (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities) (7-11) • To being Church in the parish, diocese and universal Church(7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • The Church’s celebrations of significant events in the life of Jesus (7-11) • Community prayer (7-11) • Signs and symbols and their significance in liturgy (7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
<p>OUTCOMES - Linked to Levels of Attainment</p>	

This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for monitoring of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- e. Recognise, describe and explain the 'O' Antiphons as part of the season of Advent (AT 1 (ii) Levels 1-3)
- f. Become familiar with or retell Matthew's account of the birth of Jesus; Matthew 1:18-2:15 (AT 1 (i) Levels 1-2)
- g. Recall or identify the beliefs about God that are found in this text. (AT 1 (i) emerging or sound

Block 2:

- f. Describe and or explain the meaning and purpose of the 'O' Antiphons as part of prayer ritual used during Advent using appropriate religious terminology. (AT 1 (ii) Level 4 and 5)
- g. Retell Matthew's account of the birth of Jesus (AT 1 (i) Level2)
- h. Relate the titles for Jesus used by Matthew to belief in the incarnation. (AT 1 (i) Level 3)
- i. Make links between the O Antiphons and Matthew's Jewish audience (AT 1 (i) Level 4)
- j. Pray the O Antiphons

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the gift of God's presence born again into the world at Christmas
- An openness to the incarnation in their own lives
- An appreciation of the truths contained in Scripture

Other Curriculum Links:

English: Literacy strategies/techniques used with the exploration of Scripture

Art: Jesse tree and creation of symbol

Maths:

PSHE/SMSC: Personal Reflection on care of self and others based on how the presence of God in the world make a difference at Christmas

Key Terminology: Genealogy, antiphon, liturgical year/calendar/seasons, gentile, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, messiah, Emmanuel, Maranatha

Background Notes for Teachers

Love, Listen and Learn

This unit is intended as the second for the academic year 2019/2020 and the first of the Liturgical year, Year A. In keeping with the Liturgical year, this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35)

C. *Divine Revelation* (50-53, 68-69)

1.2.5. The Shape of the Bible (120-130)

D. *The Gospels*

1.5.1. Jesus Christ, Son of God (422-679)

A. *Mystery of the Incarnation: Emmanuel (God-is-with-us)* (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. *The Gospels recognise Jesus as the fulfillment of the promise*

1.5.3. The Mystery of the Incarnation (461-463)

A. *The Word became flesh (the Incarnation)* (525-528, 456-478)

B. *Jesus Christ is fully God and fully man* (464-469)

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-2649)

F. *Prayer requires effort and commitment* (2729-2745)

3.2.4. Liturgical year (1163-1171)

A. *Seasons* (1163-1165)

B. *The Sabbath and the Lord's Day* (1166-1167)

C. *The liturgical year* (1168-1171)

D. *The sanctoral* (1172-1173)

E. *The Liturgy of the Hours* (1174-1178)

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

6. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
7. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
8. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
9. Matthew has no shepherds – instead wise men (Maji) visit the baby.
10. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

KEY TERMINOLOGY: Advent, Christmas, narrative, antiphon, liturgical year/calendar/seasons, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, Messiah, Emmanuel, Maranatha

Spring 1 2020 People of Prayer

Key Teachings from the Catholic Tradition from the RECD

Celebration:

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*^[SEP]

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or*^[SEP]*contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-^[SEP]2649)

F. *Prayer requires effort and commitment* (2729-^[SEP]2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. *Our response to God's plan*

a Response of love (1828)

b He calls us to be attitude or joy

c The Beatitudes (1716)

B. *Effects of the Beatitudes* (1718-1724)

Content Areas from the RECD

Pupils will learn about:

Revelation:

- Stories of significant people in the Old and New Testament (5-7)
- The 'Church' as the People of God made one by Jesus, a community which shares love and life (5-7)
- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- How Jesus spoke of God his Father and the Holy Spirit (7-11)

Church:

- The 'Church' as the People of God made one by Jesus, a community which shares love and life (5-7)
- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities) (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)

Celebration:

- Prayers from Scripture and tradition (5-7)
- Jesus prayer to his Father (5-7)
- Ways in which people pray in church (5-7)
- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Community prayer (7-11)

Life in Christ:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The sign of the cross (5-7)
- Passages in Scripture which express joy and trust in God's love (5-7)
- Respect for community values and life of other cultures and other religious communities (7-11)

EYFS A People of Prayer (Spring 1 2020)

<p><i>Pupils will have the opportunity to:</i></p> <p>Revelation: Come to know Jesus is God the Father's Son</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience and recognise prayer is talking and listening to God Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
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Key Teachings from the Catholic Tradition from the RECD (Numbers in brackets are taken from The Catechism of the Catholic Church)

Celebration:

3.5.1. What is prayer? (2559-2565)

A. The Church at prayer

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. Our response to God's plan

a Response of love (1828)

b He calls us to be attitude or joy

c The Beatitudes (1716)

B. Effects of the Beatitudes (1718-1724)

Celebration:
3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)
3.2.2. Who celebrates? (1136-1144)
3.2.3. Signs and symbols (1145-1152)
A. Signs of the covenant (1150)
B. Signs taken up by Christ (1151)
C. Sacramental signs (1152)
D. Words, actions, singing, music and images (1153-1162)

3.3.4. The Eucharist (1322-1405)
A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)
B. Understanding the sacrament a Scriptural basis
C. Celebration (1345-1355)
D. Essential elements
H. Appropriating and living this sacrament

AGE GROUP STATEMENTS FROM THE RECD

<p>Pupils will learn about:</p> <p>Revelation(5-7)</p> <ul style="list-style-type: none"> The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday and Easter Sunday (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> Roles in the communities to which they belong (e.g. children, parents, parishioners, 	<p>Revelation (7-11)</p> <ul style="list-style-type: none"> The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11) <p>The Church: (7-11)</p> <ul style="list-style-type: none"> Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating
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<p>priest, bishop, Pope) (5-7)</p> <ul style="list-style-type: none"> • The main aspects of the Eucharistic celebration and prayers used at the Eucharist (5-7) • Some ways the church celebrates major seasons of the liturgical year (5-7) <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • The words of Jesus which speak of his Father's love (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The story of the Last Supper (5-7) 	<p>Eucharist, prayer for others, parish activities) (7-11)</p> <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • Signs and symbols and their significance in liturgy (7-11) • Words and images Jesus used to express communion (e.g. I am the vine and you are the branches) (7-11) • The structure of the Eucharist (7-11) • The significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread (7-11) • The prayer Jesus taught his friends (Our Father) and its significance (7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(ii). It also includes opportunities for assessment of AT 2 (i). Block 1 provides content for Levels 1 to

3; Block 2 for Levels 3-5

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:

- e. Recognise or use some of the signs, symbols and religious terms which celebrate the season of Lent (AT 1 (ii) Levels 1-3)
- f. Retell part of the passion of Jesus according to Matthew (AT 1 (i) Levels 1-2)
- g. Recognise or describe some of the actions which are part of the liturgies of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)
- h. Pray

- g. Block 2: Recognise, describe or explain some of the signs, symbols and religious terms which celebrate the season of Lent (AT 1 (ii) Level 3)
- h. Retell the stories of the Passion from Palm Sunday to Good Friday (AT 1 (i) Level 2)
- i. Recognise, describe or explain a special action which is part of the liturgy of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)
- j. Use religious terms to show an understanding of different liturgies (AT 1 (ii) Level 4)
- k. Describe and explain the meaning and purpose of a variety of forms of worship (AT 1 (ii) Level 5)
- l. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- An openness to the story of the Passion of Jesus
- An appreciation of the liturgy (especially of the major actions of Palm Sunday, Holy Thursday and Good Friday) in deepening a relationship with God
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: Creation of Crosses

Maths:

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: use of the internet

Key Terminology: Passion, liturgy, service, sacrifice, celebration, give alms, pray, fast, procession, adoration, consecration, antiphon, Passover, chasuble, Blessed Sacrament,

repose, ciborium, genuflect, Praetorium, Sabbath.

EYFS From Lent to Holy Week (Spring 2 2020)

<i>Content Areas from the Religious Education Curriculum Directory</i>			
<p><i>Pupils will have the opportunity to:</i> Revelation: Come to know that God loves each one always and at all times Come to know Jesus is God the Father's Son Hear the story of ... Easter Experience and become familiar with the sign of the cross</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience praying with others as a celebration Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
<i>Key Teachings from the Catholic Tradition from the RECD</i>			
<p>3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)</p>			
<p>3.2.2. Who celebrates? (1136-1144)</p>			
<p>3.2.3. Signs and symbols (1145-1152)</p>			
<p><i>A. Signs of the covenant (1150)</i></p>			

B. Signs taken up by Christ (1151)

C. Sacramental signs (1152)

D. Words, actions, singing, music and images (1153-1162)

3.3.4. The Eucharist (1322-1405)

A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B. Understanding the sacrament a Scriptural basis

C. Celebration (1345-1355)

D. Essential elements

H. Appropriating and living this sacrament

Summer 1 2020 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

- 1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)
C. The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)
a A historical event involving Christ's physical body
i Testified to by those who saw the Risen Jesus
ii Verified by the empty tomb
D. The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

- 1.5.2. The Holy Spirit in the Church (733-741, 747)
A. The Holy Spirit and Jesus Christ in his earthly mission (727-730, 745-746)
B. The event of Pentecost (731-732, 738)
C. The Holy Spirit act in the hearts of the faithful (684, 738-741, 1966)
D. The Holy Spirit and the sacramental economy (1091, 1133, 1670)

Celebration:

- 3.1.1. What is liturgy? (1066-1074)
A Prefigured in the Old Testament (1067)
a Meaning (1069-1070)
b Source of Life (1071-1072)
c Liturgy as prayer (1073)
- 3.1.2. God's plan of blessing (1077-1109)
A. God the Father is the source and goal (1077-1083)
B. Christ glorified in the liturgy (1084-1090)
a The Apostolic Church (1086-1087)
b The Church on Earth (1088-1089)
c The Heavenly Liturgy (1090)
C The Holy Spirit (1091-1109)
a Prepares for Christ
b Recalls Christ
c Makes present Christ

Love, Listen and Learn

Children will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: Easter Sunday (5-7)
- The story of the coming of the Holy Spirit at Pentecost (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (5-7)
- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11)
- The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11)

Church:

- The Church as a 'house of God' where God's People gather with Jesus (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community (7-11)
- Ways of taking part in the life and worship of the domestic and local church (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)
- The teaching role of the apostles (e.g. through New Testament letters) (7-11)

Celebration:

- Some ways the church celebrates major seasons of the liturgical year (5-7)
- The Church's celebrations of significant events in the life of Jesus (7-11)
- Community prayer (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

Life in Christ:

- The Holy spirit as the Helper Jesus promised his Church (5-7)
- Accounts in Scripture of God's invitations and a variety of responses (7-11)
- The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:

- f. Retell the resurrection of Jesus according to Matthew (AT 1 (i) Levels 1-2)
- g. Make links to belief in the resurrection found in Matthew's account (AT 1 (i) Level 3)
- h. Recognise or use some of the signs, symbols and religious terms which are part of the Pentecost liturgy (AT 1 (ii) Levels 1-3)
- i. Talk about, ask questions about and compare questions that are difficult to answer (AT 2 (ii) Levels 1-3)
- j. Pray

Block 2:

- v. Retell the story of the resurrection according to Matthew (AT 1 (i) Level 2)
- w. Describe how belief in the resurrection of Jesus is expressed in Matthew's account. (AT 1 (i) Level 3)
- x. Make links to show how belief in the resurrection is expressed in the life of Pope Francis (AT 1 (i) Level 4 AND AT 1 (iii) Levels 1-3)
- y. Show understanding of how religious belief shapes the life of Pope Francis (AT 1 (iii) Level 4)
- z. Engage with and respond to questions of life in the light of religious teaching (AT 2 (ii) Level 4)
- aa. Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life (AT 2 (ii) Level 5)
- bb. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of openness and wonder about the resurrection and the coming of the Holy Spirit
- An appreciation of the work of the Holy Spirit in their lives
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: mobile construction

Music: Instruments that make the noise like a wind

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: use of computers to access information

Key Terminology: Pentecost; Resurrection, Shavu'ot

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

- a A historical event involving Christ's physical body
 - i Testified to by those who saw the Risen Jesus
 - ii Verified by the empty tomb
- b A transcendent event in which Jesus is no longer bound by space and time
 - i The Resurrection is not a resuscitation or a return to earthly life
- c The significance of Christ's Resurrection

- i Confirmation of Jesus' divinity and of his words and teachings(651,653)
 - ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)
 - iii A promise of our own resurrection (1 Cor 15)
- d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist
- D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)**
- a The Ascension marks the entrance of Jesus' humanity into heaven (659)
 - b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Summer 2 2020 The Kingdom of God

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

A. The public ministry of Jesus (538ff)

c The proclamation of the Kingdom through parables and miracles (541-550)

1.2.5. The Shape of the Bible (120-130)

D. The Gospels

a The Gospels occupy the central place in Scripture (125, 139)

i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God

ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work

iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives

b Three stages in the formation of the Gospels (126)

c The Synoptic Gospels: Matthew, Mark, and Luke

i Approximate dates for each Gospel

ii What is known about each of these three evangelists

iii The churches for whom Matthew, Mark, and Luke wrote

iv The contents of the Synoptic Gospels (512- 667)

- *Jesus' teaching, including the parables (1329, 1337, 1366, 1323, 1412,*

1521-1522, 1532, 1708, 1992, 2020)

Life in Christ:

4.4.1. Human vocation and society: 1878 – 1885

A. No vocation is lived in isolation (543, 804, 831, 1886, 1878-1885)

a Human beings exist in relationship with others; give of oneself in order to find oneself

b There are many levels and types of relationship

B. Teaching and example of Jesus—his commandment of love (1823)

a An unselfish gift of self to God and others

b Service to our brothers and sisters in the Church and world

4.4.2. Different types of justice (2411-2412, 1807)

A. Distributive justice (2236-2411)

B. Legal Justice

C. Commutative Justice

D. Social Justice (1928-1942)

4.4.3. Human solidarity (1939-1942, 2437-2442)

A Friendship and Social Charity (1939)

a Distribution of goods and remuneration for work (1940)

b Different communities of solidarity (1941)

c Spiritual goods (1942)

B International Solidarity (2437-2438)

a Responsibilities of wealthy nations (2439)

b International Aid and its limits (244)

c Proper role of the laity (2442)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: [parables of the kingdom] (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How Jesus called people to follow him (7-11)
- The Gospel accounts of Jesus’ public ministry and teaching (7-11)
- Ways in which people of today can hear and respond to God’s call (7-11)

Church:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- Opportunities today to live and share life following the example of Jesus (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (7-11)
- The cost of discipleship (7-11)
- How the local church is ‘good news’ for people and how everyone can have a part in this (7-11)

Celebration:

- Ways in which Jesus invited men and women to friendship and discipleship (5-7)
- Ways in which Jesus showed love and care (7-11)
- Words and images Jesus used to express communion (e.g. I am the vine and you are the branches (7-11)

Life in Christ:

- Ways in which Jesus showed love and respect for others (5-7)
- Scripture passages which illustrate freedom and responsibility in the choices people made (5-7)
- Similarity, equality and difference (5-7)
- Signs of God’s care and blessings: in creation, in Scripture and in human life (5-7)
- The joys and challenges that freedom and responsibility bring (7-11)
- Accounts in Scripture of God’s invitations and a variety of responses (7-11)
- Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness (7-11)
- The value and challenge of differences between individuals and peoples (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- e. Retell a parable of the kingdom according to Matthew(AT 1 (i) Levels 1-2)
- f. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- g. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who acted in response to his belief (AT 1 (iii) Levels 1-3)
- h. Pray

Block 2:

- cc. Retell a parable of the kingdom according to Matthew (AT 1 (i) Levels 1-2)
- dd. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- ee. Describe and make links between Scripture and human experience (AT 1 (i) Level 4)
- ff. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who lived his whole life in response to his belief (AT 1 (iii) Levels 1-4)
- gg. Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5)
- hh. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the relationship between learning about faith and living faith-filled lives
- Respect for those who actively seek the kingdom of God
- A commitment to action for the kingdom of God
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of parables/Literacy strategies/structured writing tasks/oral comparison and debate

Art: poster construction

Humanities: the life of Nelson Mandela

Music: Kingdom songs

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: Use of computers to access information

Key Terminology: kingdom of God/heaven; parable

OVERVIEW

Topic Theme: The Good Samaritan

This framework is intended as the final in the academic year. It introduces the story of the Good Samaritan and the idea that there are distinct characteristics of Christian life. The four cardinal virtues are offered as exemplar actions for children to emulate.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults
Form, and experience good relationships with peers and with adults in the school community
Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD. The numbers refer to reference in the Catechism of the Catholic Church

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803) a Definition of virtue (1803) b Types of virtue (1804-1832) c Theological virtues (1812-1829) d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to

happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2020

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Celebration

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

A The Church and the sacramental economy of salvation (849)

a Jesus Christ is the living, ever-present sacrament of God (1088-1090)

b The Church as universal sacrament of Jesus Christ (774-776)

i The Church is the sacrament of salvation, the sign and the instrument of the communion of God and all (780)

ii The Church has a sacramental view of all reality (739)

iii The Church is the sacrament of the Trinity's communion with us (774)

3.2.3. Signs and symbols (1145-1152)

A Signs of the covenant (1150)

B Signs taken up by Christ (1151)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.3.1. Sacraments of Christian Initiation (1212-1419)

A Foundations of the Christian life

a Means of grace

b Share in Divine life

c Ordered to the perfect of charity

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

D Essential elements (1239-1240)

a immersion or the triple pouring of water on the head (694, 1214, 1217, 1240) and saying the words of the formula (1240)

b Other elements: (1237-1245)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

C Celebration.

a Rite of Confirmation (1298-1300)

b Rite of Christian Initiation of Adults (RCLA) (1232-1233, 1298)

c Eastern Catholic Churches confirm (chrismate)

at the time of Baptism and, in some cases, administer Eucharist as well (1290-1292)

D Essential elements of the sacrament (1300)

a Laying-on of hands and anointing with chrism; saying the words of the formula

b Other elements (e.g. taking the name of a Saint)

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B Understanding the sacrament

a Scriptural basis: The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at Passover, and Yahweh providing manna from heaven (Ex 12, 1333, 1544).

New Testament references: Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff. (1337-1344)

b Historical development (1324-1332, 1345)

c Theology

d Signs (1333-1336)

e Institution (1337-1340)

f 'In memory' (1341-1343)

g Thanksgiving and praise (1359-1361)

h Sacrificial memorial (1362-1372)

i Ecclesia de Eucharistia

C Celebration (1345-1355)

a Parts of the Mass (1348-1355)

b Roles of priests and deacons (1566, 1570)

c Roles of faith community (1140, 1348)

D Essential elements

a Bread (unleavened in Latin Church, leavened in Eastern Churches) and wine from grapes (1412; CIC, cc. 924 §§1-3, 926, 927).

Pupils will learn about:

Celebration: (5-7)

- Signs and symbols used by the Church (5-7)
- The main rites and symbols of Baptism and Confirmation (5-7)

Celebration: (7-11)

- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Signs and symbols and their significance in liturgy (7-11)

<ul style="list-style-type: none"> • The main aspects of the Eucharistic liturgy? • Celebration and prayers used at the Eucharist (5-7) • Celebrations of the Jewish faith and other religions (5-7) 	<ul style="list-style-type: none"> • Sunday as a significant day in the life of the local Church (7-11) • The rites of Baptism and Confirmation and the response they invite (7-11) • The structure of the Eucharist (7-11) <p>Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11)</p>
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii). It also includes opportunities for assessment of AT 2 (ii).
Remember: completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

- Outcomes
- ii. Recognise, describe and give reasons for some religious signs, symbols, words and phrases related to the Sacraments of Initiation (AT 1 (ii) Level 3)
 - jj. Use religious terms to show an understanding of the sacraments of Initiation (AT 1 (ii) Level 4)
 - kk. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
- ll. Identify sources of religious belief and explain how distinctive religious beliefs arise (AT 1 (i) Level 5)

Spiritual Outcomes:
 It is hoped that pupils will develop:

- A sense of the importance of the sacramental life of the Church
- A commitment to celebrating their faith
- An openness to the presence of God in the Sacraments
- Reflectiveness in prayer

Other Curriculum Links:
English: Reading for information

The Arts: Role play of periods in history

Humanities: History

PSHE/SMSC: Big Questions: How do I belong? Am I acceptable? I am included?

IT: Research

Key Terminology: sacrament, initiation, ritual, words, actions and symbols, presbyter (one who presides at liturgy), consecration, transubstantiation

EYFS Autumn 1 2020 Beginnings

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church

and school are.

Autumn 2 2020 From Advent to Christmas

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world
- Ways of belonging to the community
- The 'Church' as the People of God made one by Jesus, a community which shares love and life
- Opportunities today to live and share life following the example of Jesus

The Church (7-11)

- The life of the Church in other parts of the world (e.g. customs and traditions, universal saints)
- Respect for community values and life of other cultures and other religious communities

Celebration: (5-7)

- Prayers from Scripture and tradition

Celebration: (7-11)

- A variety of prayers and prayer forms, formal and informal used for personal and community prayer

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii). Remember: *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes: (ATTAINMENT LEVELS)

- h. Recognise and describe or give reasons for the practice of Lectio Divina (AT 1 (ii) Levels 1-3)
- i. Use religious terms to show an understanding of Lectio Divina (AT 1 (ii) Level 4)
- j. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
- k. Describe some ways in which religion is lived out by believers (AT 1 (iii) Level 2)

- l. Give reasons for certain actions by believers (AT 1 (iii) Level 3)
- m. Recognise, describe or give reasons for the customs of Christmas (AT 1 (ii) Levels 1-3)

- n. Pray

NEW AGE RELATED STANDARDS – FOR TRIAL

- k. Talk about and record, describe or explain (give reasons) for the practice of Lectio Divina (Year 1, 2, 3)
- l. Explain Lectio Divina making links between what we believe and how we pray. (Year 4)
- m. Explain the whole of Lectio Divina making links between belief and prayer. (Year 5)
- n. Explain Lectio Divina and another form of prayer or worship, finding links between them. Include aspects of their historical development. (Year 6)
- o. Talk about and record, describe or explain some ways in which faith is lived out by believers (Year 1, 2, 3)

- p. Talk about and record, describe or give reasons for the customs and traditions of Christmas (Year 1, 2, 3)
- q. Give reasons for the customs and traditions of Christmas making links between what we believe and how we pray. (Year 4)
- r. Give reasons for the customs and traditions of Christmas finding links between belief and worship/life (Year 5)
- s. Describe the historical circumstances associated with development of Christmas customs and traditions. (Year 6)

- t. P
r
a
y

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the importance of the sacramental life of the Church
- An openness to the presence of God in the Sacraments
- A commitment to celebrating their faith
- Reflectiveness in prayer
-

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-478) B

Jesus Christ is fully God and fully man (464-469)

a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)

b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

The Church

2.2.1. Unity and Diversity (813-814)

The Church A is one (813-822)

a Unity is in Jesus Christ through the Holy Spirit; it is visible unity in the world

b The Church is united in charity, in the profession of one faith, in the common celebration of worship and sacraments, and in Apostolic Succession (815)

B Unity in diversity

a Multiplicity of peoples, cultures, and liturgical traditions (814, 1202)

b Communion of twenty-one Eastern Catholic Churches and one Western Church, all in union with the Pope F

Ecumenism

a Jesus' prayer for unity of his disciples (Jn 17:11; 820)

b Vatican II documents

c Ecumenical dialogues with Orthodox Churches and Protestant ecclesial and faith communities emphasized common baptism of all Christians and common service to love even to the point of joint-martyrdom

d The fullness of Christ's Church subsists in the Catholic Church (LG, no. 8)

G Interreligious Dialogue

a Judaism, which holds a unique place in relation to the Catholic Church b

Islam

c Other religions

2.5.3. Proclamation, Dialogue and Ecumenism (839-856)

Love, Listen and Learn

B Interreligious dialogue

a There are many forms of interreligious dialogue

i The dialogue of daily life in religiously pluralistic societies/communities

ii The dialogue of shared service to the needy

iii The dialogue of theologians and scholars iv

The dialogue of shared spiritual experience

b Such dialogue requires mutual search for truth among those learned in their own religious traditions

c Requires respect and understanding of differences in culture as well as in belief

d Requires training in accurate knowledge of other religions

e Can and should involve working together in service to those in need

Celebration

3.5.2. A universal call (2566-2567)

A God calls every individual to a vital relationship with him experienced in prayer (2558)

B Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

C Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer

c Lectio divina is a way of praying on the Word of God

EYFS Autumn 2 2020 From Advent to Christmas

Topic Theme: From Advent to Christmas

This unit is intended as the second for the academic year 2017/2018 and the first of the Liturgical year, Year A. In keeping with the Liturgical year, this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3,27-35)

C. Divine Revelation (50-53,68-69)

1.2.5. The Shape of the Bible (120-130)

D. The Gospels

1.5.1. Jesus Christ, Son of God (422-679)

A. Mystery of the Incarnation: Emmanuel (God-is-with-us) (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. The Gospels recognise Jesus as the fulfillment of the promise

1.5.3. The Mystery of the Incarnation (461-463)

A. The Word became flesh (the Incarnation) (525-528, 456-478)

B. Jesus Christ is fully God and fully man (464-469)

3.5.1. What is prayer? (2559-2565)

A. The Church at prayer

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626-2649)

F. Prayer requires effort and commitment (2729-2745)

3.2.4. Liturgical year (1163-1171)

A. Seasons (1163-1165)

B. The Sabbath and the Lord's Day (1166-1167)

C. The liturgical year (1168-1171)

D. The sanctoral (1172-1173)

E. The Liturgy of the Hours (1174-1178)

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

6. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
7. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
8. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
9. Matthew has no shepherds – instead wise men (Maji) visit the baby.
10. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

Jesus at Prayer

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

The Church

2.2.1. Unity and Diversity (813-814)

G Interreligious Dialogue

a Judaism, which holds a unique place in relation to the Catholic Church

b Islam

c Other religions

2.5.3. Proclamation, Dialogue and Ecumenism (839-856)

B Interreligious dialogue

a There are many forms of interreligious dialogue

i The dialogue of daily life in religiously pluralistic societies/communities

ii The dialogue of shared service to the needy

iii The dialogue of theologians and scholars

iv The dialogue of shared spiritual experience

b Such dialogue requires mutual search for truth among those learned in their own religious traditions

c Requires respect and understanding of differences in culture as well as in belief

d Requires training in accurate knowledge of other religions

e Can and should involve working together in service to those in need

Celebration

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

B God has always called all people to prayer (2569)

Life in Christ

4.1.4. World Religions: Judaism (839-848)

A The link between the Catholic Church and the Jewish people is special

a Bl John Paul II referred to the Jewish people as 'our elder brothers'

b The Jewish people were God's choice to be the instrument for the salvation of the world. They were the first to hear the Word of God, that is, Divine Revelation (839)

c The relationship between the Catholic Church and the Jewish people is unique

d Unlike other non-Christian religions, the Jewish faith is a response to God's Revelation in the Old Covenant (839)

e The patriarchs of the Jewish people — Abraham, Isaac, Jacob, and Moses — are also the ancestors in faith for members of the Catholic Church

f The Jewish people are the original Chosen People of God; Christians are the new People of God (840)

g Our Saviour, Jesus Christ, was born and raised as a Jew; Mary, the Apostles, and the disciples were also Jews

h The New Covenant with Jesus Christ is the fulfillment of the promises of the first Covenant between God and the Jewish people
Catholics and Jews share i common elements of moral life and practice:
j The Decalogue is a strong part of Catholic moral teaching and tradition
k Jesus Christ drew on the Decalogue and the teaching of the prophets in his teaching on self-giving love and moral living

Pupils will learn about:

Revelation (5-7)

- Stories of significant people in the Old and New Testament

The Church (5-7)

- The way the Jewish faith and other religions live their lives

Celebration: (5-7)

- Celebrations of the Jewish faith and other religions

Revelation: (7-11)

- God's call to people in the Old Testament
- Key imagery that speaks of God in the Old Testament and the Gospels

The Church (7-11)

- Respect for the writings and holy people of the Jewish faith and other religions

Life in Christ: (7-11)

- Respect for community values and life of other cultures and other religious communities

EYFS A People of Prayer (Spring 1 2021)

<p><i>Pupils will have the opportunity to:</i></p> <p>Revelation: Come to know Jesus is God the Father's Son</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience and recognise prayer is talking and listening to God Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
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Key Teachings from the Catholic Tradition from the RECD (Numbers in brackets are taken from The Catechism of the Catholic Church)

Celebration:

3.5.1. What is prayer? (2559-2565)
A. *The Church at prayer*

3.5.2. A universal call (2566-2567)
A. *God calls every individual to a vital relationship with him experienced in prayer (2558)*
B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple*

(CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. Our response to God's plan

a Response of love (1828)

b He calls us to be attitude or joy

c The Beatitudes (1716)

B. Effects of the Beatitudes (1718-1724)

Spring 2 2021 From Lent to Easter

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.2.5. The Shape of the Bible (120-130)

iv The contents of the Synoptic Gospels (512-667)

• Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C. c d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which A re-presents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B. Understanding the sacrament

a Scriptural basis: The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at

Passover, and Yahweh providing manna from heaven (Ex 12, 1333, 1544). New Testament references: Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff. (1337-1344)

Celebration

3.5.1. What is prayer? (2559-2565)

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A. A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday and Easter Sunday

The Church (5-7)

- The 'Church' as the People of God made one by Jesus, a community which shares love and life

Celebration: (5-7)

- The story of the Last Supper
- The main aspects of the Eucharistic celebration and prayers used at the Eucharist

Life in Christ (5-7)

- Signs of God's care and blessings: in creation, in Scripture and in human life
- Their human qualities and gifts and those of others
- Ways in which they are free to choose

Revelation: (7-11)

- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension

The Church (7-11)

- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities)

Celebration: (7-11)

- The significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer

Life in Christ

- Human gifts and qualities and the physical world as gifts and signs of God's love
- How such gifts may be used, neglected or abused
- The diversity and richness of creation
- The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life

Outcomes: (ATTAINMENT LEVELS)

- t. Retell Mark's account of the Last Supper (Mk 14:12-26) (AT 1 (i) Level 2)
- u. Identify the Last Supper as the source of belief that the bread and wine become the body and blood of Jesus (AT 1 (i) Level 3)
- v. Compare and make links between Mark's account of the Last Supper and the Liturgy of the Eucharistic (AT 1 (i) Level 4)
- w. Describe how the Eucharist as a ritual of remembrance of God's activity in life has developed (AT 1 (i) Level 5)
- x. Pray the Examen as a prayer for Lent

EYFS Spring 2 2021 Lent and the Passion of Jesus

Topic Theme: Lent and the Passion of Jesus

Children will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent officially ends on Holy Thursday when the Triduum, the three days – Holy Thursday, Good Friday and Holy Saturday, occur. This unit looks only at the Passion of Jesus, not the Resurrection. The Resurrection, post Resurrection experiences and Pentecost are covered in the next topic.

The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Hear the story of Easter

Church:

Experience that a Church is a special place where God's people gather to pray.

Celebration:

Experience liturgical celebrations in a variety of simple settings.

Experience and recognise prayer is talking and listening to God.

Life in Christ:

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation: Pupils' will learn that through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ.

Celebration:

Pupils are taught that the Stations of the Cross develop their living relationship with God, in and through Jesus Christ. It is an intimate encounter within the heart of each person.

Jesus Christ, Son of God:

Pupils are introduced to Jesus who is truly God and truly human. In him the entire revelation of the most high God is summed up. His life, death and resurrection are the core events of human history and the heart of our faith. His cross is the ultimate sacrifice for each of us. Jesus reveals the truth and love of God through himself; truly human, truly God.

Summer 1 2021 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.2. The Holy Spirit in the Church (733-741, 747)

A The Holy Spirit and Jesus Christ in his earthly mission (727-730, 745-746)

B The event of Pentecost (731-732, 738)

C The Holy Spirit act in the hearts of the faithful (684, 738-741, 1966)

Church

2.3.3. A hierarchical Church (880-896, 1655-1658, 2204-2206)

A The College of Bishops in union with the pope as its head

a The Holy See

b Individual dioceses

c Parishes

d Family: the domestic Church (791, 1655-1658, 2204, 2685)

B The various vocations of life

a Ordained bishops, diocesan and religious priests continue the ministry of Christ the Head (1555-1568)

b Ordained deacons continue the ministry of Christ the Servant (1569-1571)

c Religious: consecrated by vows to Christ (925-933)

i Religious orders

ii Religious societies

d Laity: baptized members of Christ (897-913)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The story of the coming of the Holy Spirit at Pentecost

The Church (5-7)

- Roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope)
- Opportunities today to live and share life following the example of Jesus

Life in Christ (5-7)

- The Holy spirit as the Helper Jesus promised his Church
- 'Neighbours' and Jesus' call to 'love your neighbour as yourself'
- Their human qualities and gifts and those of others
- Ways in which they are free to choose

Revelation: (7-11)

- The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples

The Church (7-11)

- The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community

Life in Christ

- The joy and challenge of and the giving and receiving in relationships
- Human gifts and qualities and the physical world as gifts and signs of God's love
- How such gifts may be used, neglected or abused
- The joys and challenges that freedom and responsibility bring
- The value and challenge of differences between individuals and peoples
- Ways love of neighbour can be shown at home, at church, locally and globally
- The Christian values which inform love of neighbour and oneself

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for assessment of AT 2 (i) and (iii). *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes

- y. Retell Mark's account of the Resurrection (Mark 16:1-8) (AT 1 (i) Level 2)
- z. Identify how Mark's account of the resurrection might have challenged/affirmed his original community and how it challenges us now. (Not in Levels)
- aa. Describe some ways in which religion is lived out by believers (AT 1 (iii) Level 2)
- bb. Give reasons for certain actions by believers (AT 1 (iii) Level 3)
- cc. Show understanding of how religious belief shapes life (AT 1 (iii) Level 4)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the many people who live in response to their faith
- An awareness of the importance of faith in life
- An openness to the impact that faith can have on their own decisions and actions
- A willingness to respond to the personal call to faith which is theirs

Other Curriculum Links:

English: Oral literacy; questioning; listening for information

The Arts: displays

Humanities: Geography; the journeys of Paul

PSHE/SMSC: Big Questions: How do beliefs and values inform how people, including me, live and act?

IT: Web based Research

Key Terminology: Evangelist; persecution; Pentecost; faith; disciples; Gospel; Martyr; Tyburn; Convent

EYFS Summer 1 2021 From Easter to Pentecost

Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came to life again! Without the resurrection the Church would not have begun.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

a A historical event involving Christ's physical body

- i Testified to by those who saw the Risen Jesus
- ii Verified by the empty tomb

- b A transcendent event in which Jesus is no longer bound by space and time
 - i The Resurrection is not a resuscitation or a return to earthly life
 - c The significance of Christ's Resurrection
 - i Confirmation of Jesus' divinity and of his words and teachings(651,653)
 - ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)
 - iii A promise of our own resurrection (1 Cor 15)
 - d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist
- D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)**
- a The Ascension marks the entrance of Jesus' humanity into heaven (659)
 - b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Summer 2 2021 Discipleship

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- Stories of significant people in the Old and New Testament

The Church (5-7)

- The way Jesus gathered and formed a community of disciples and the life they shared

Celebration (5-7)

- Ways in which Jesus invited men and women to friendship and discipleship

Life in Christ (5-7)

- Ways in which Jesus showed love and respect for others

Revelation: (7-11)

- How Jesus called people to follow him

The Church (7-11)

- The cost of discipleship

Life in Christ (7-11)

- Accounts in Scripture of God's invitations and a variety of responses

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and monitoring of AT 2. *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes:

- dd. Retell Mark's account of the calling of the disciples: Simon, Andrew, James John and Levi. (Mark 1:16-20 and 2:13-14) (AT 1 (i) Level 2)
- ee. Describe what it means to be a follower of Jesus (AT 1 (i) Level 3)
- ff. Review people they have learned about during this year to determine if and if so how they are followers of Jesus. AT 1 (i) Level 4)
- gg. Explain how the call to discipleship has developed over time (AT 1 (i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- An openness to following the life and teaching of Jesus
- An awareness of the way that people around them live as contemporary followers
- An attitude of hope in responding to the challenges of being a disciple

EYFS Summer

Virtuous Life

Topic Theme: A Virtuous Life

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

<p>Topic Theme: A Virtuous Life</p> <p><i>a Definition of virtue (1803)</i> <i>b Types of virtue (1804-1832)</i> <i>c Theological virtues (1812-1829)</i> <i>d Cardinal virtues (1804, 1810, 1811)</i></p>	
<p>This unit is intended to complete the Year C cycle and the academic year. It follows on from the previous unit and the concept of <i>caritas</i> to explore more fully Church teaching on the cardinal virtues. This unit continues to present Luke's Gospel as its source by teaching the story of the Good Samaritan as a model for a virtuous life.</p>	
<p>Content Areas from the Religious Education Curriculum Directory</p>	
<p><i>Pupils will have the opportunity to</i></p> <p>Revelation: Come to know the dignity of every human person</p> <p>Church: Begin to hear how God's word is proclaimed</p>	<p>4.3.5 The human vocation to happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person</p> <p>4.6 Love of neighbour involves the whole of creation. It is locally and globally required. Love of neighbour means experience of truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.</p> <p>Celebration: Choose the good</p> <p>Life in Christ: Working for a just society. It includes love of neighbour and respect for the dignity of every human person. Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.</p>

Autumn 1 2021 Beginning with God

AGE GROUP STATEMENTS FROM THE RECD

<p>Pupils will learn about:</p> <p>Revelation: (5-7)</p> <ul style="list-style-type: none"> • Stories of significant people in the Old Testament (5-7) • Scriptural imagery which speaks of God (5-7) • The Sign of the Cross (5-7) <p>Celebration:</p> <ul style="list-style-type: none"> • Prayers from Scripture and the Tradition (5-7) 	<p>Revelation:</p> <ul style="list-style-type: none"> • The Bible (7-11) • Key imagery that speaks of God in the Old Testament and the Gospels (7-11) • God’s call to people in the Old Testament (7-11) <p>Celebration:</p> <ul style="list-style-type: none"> • Community prayer (7-11)
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OUTCOMES - Linked to Levels of Attainment

This unit has been written to model the linear teaching of AT 1 (i) to Level 5.

Block 1 teaches the Exodus 3:1-13 where Moses encounters the Burning Bush before explicitly teaching beliefs drawn from this passage, required for AT 1 (i) Level 3. Block 2 recalls beliefs drawn from Scripture (AT 1 (i) Level 3) before extending learning to make links between Scripture and Tradition. (AT 1 (i) Level 4). It then moves to teach how belief in the Trinity developed for achievement of AT 1 (i) Level 5.

Teachers are reminded that completion of a ‘levelled’ activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1: Pupils will...

- e. Retell the story of Moses and the Burning Bush (AT 1 (i) Level 2)
- f. Make links between Scripture and belief in the nature of God as Trinity (AT 1 (i) Level 3)

Block 2: Pupils will... mm. Make links between scripture and the nature of God expressed in some Biblical metaphors (AT 1 (i) Level 3) nn. Make links between Scripture and belief in the Trinitarian nature of God (AT 1 (i) Level 3) oo. Describe and show understanding of God from two sources of revelation: Scripture and the Nicene Creed (AT 1 (i) Level 4) pp. Show how belief in God as Trinity developed (AT 1 (i) Level 5)
Spiritual Outcomes: <i>It is hoped that pupils will develop:</i> <ul style="list-style-type: none">• An appreciation of the nature of God as greater than what we can imagine or know• A sense of the presence of God in their lives• An openness to wondering about God as 'three in one'.
Other Curriculum Links: English: The teaching of Metaphors; The prefix 'Tri' Geography: Mapping Maths: 'Tri' – Triangles, pyramids, hexagons Art: Moulding and Construction in clay
Key Terminology: God, Monotheism, Trinity, Jesus, Holy Spirit, Exodus, YHWH, revelation, sources, Creation, Humans experience, Tradition, Scripture

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)
Revelation: 1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35) The human appetite for God A (1-3, 27-30, 44-45, 1718) Within all people there is a longing for God b This longing comes from God, who desires and initiates a relationship with each person c Only in God can lasting joy and peace be found in this life and in the next B God revealed in different ways (31-35)

1.1.2. The Nature of Revelation: God's gift of himself (74-100)

A Scripture, Tradition, and the depositum fidei (74-100, 103-108, 134-135)

a Definitions

b Scripture is the inspired record of God's Revelation in history

c Tradition is the living transmission of the message of the Gospel in the Church

1.1.3. Faith: the response to God's self-Revelation (144-165)

A Faith in general (143-144, 153-165)

a Grace that enables an assent of mind, heart, and will (143)

b Willingness to believe and trust in what God has communicated to us

c Relationship with God: Father, Son, and Holy Spirit (150-152)

1.4.2. The Trinity: (238-248, 253-256)

A The First Person of the Trinity: God the Father (238-242)

a God the Father is the source of all that is, visible and invisible

b God is Father in relation to the Son from all eternity (240)

c God is Father to all those baptized as his adopted sons and daughters through and in the Son (232-233, 249)

d God the Father of mercy also cares for the unbaptized (1257, 1260-1261)

B The Second Person of the Trinity: God the Son (461, 422)

C The Third Person of the Trinity: the Holy Spirit, the Lord and giver of life (243-248)

EYFS Beginnings (Autumn 1 2021)

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid

in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church and school are.

Autumn 2 2021 From Advent to Christmas

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.1. Jesus Christ, Son of God (422-679)

Mystery of the Incarnation: A Emmanuel (God-is-with-us) (Jn 3:16-17; 484)

a Jesus Christ is the Logos, the Word of God, the fulfillment of God's promise to Adam and Eve and to the people of ancient Israel (761-762)

b Son of God from all eternity and Son of Mary from the moment of the Incarnation (486, 496, 487, 501, 721-730)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G The Gospels recognise Jesus as the fulfilment of the promise

a The Annunciation: Mary's fiat, her consent to be the Mother of God (Theotokos) (Lk 1:38; 484-489).

b The dream of St. Joseph; the role of St. Joseph in the life of the Holy Family (496-507)

c The Gospels apply the ancient prophecies to Jesus (522-524)

H The Word made flesh: 456-464

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-478)

a To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (457)

b That we might come to know the depth of God's love for us (458)

c To be our model of holiness (459)

d To make us partakers of the divine nature (457-460)

e To destroy the power of the Devil (1 Jn 3:8)

B Jesus Christ is fully God and fully man (464-469)

a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)

b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind.

He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

1.5.4. Unique role of Mary, the Mother of God (484-512)

A The Annunciation and Mary's 'fiat' (484-487).

B An unparalleled recipient of God's grace: Immaculate Conception; Assumption (490-494, 966)

C Mary is ever-virgin (499-507)

E Mary is the Mother of the Church (507)

Celebration

3.2.4. Liturgical year (1163-1171)

A Seasons (1163-1165)

B The Sabbath and the Lord's Day (1166-1167)

C The liturgical year (1168-1171)

D The sanctoral (1172-1173)

E The Liturgy of the Hours (1174-1178)

AGE	OUTCOMES - Linked to Levels of Attainment		
<p>Pupils will learn about Revelation (5-7)</p> <ul style="list-style-type: none"> The main characters and places in the life of Jesus: the Nativity <p>The Church (5-7)</p> <ul style="list-style-type: none"> The role of Mary and her yes to God's Word How people who heard the Good News of Jesus began to share a way of life <p>Celebration (5-7)</p> <ul style="list-style-type: none"> Prayers from the Tradition Some ways the church celebrates major seasons of the liturgical year 	<p>The family and the church read and witness to the life of Jesus. The family and the church read and witness to the life of Jesus. The family and the church read and witness to the life of Jesus.</p> <p>Outcomes:</p> <p>How do we remember and wait for the birth of Jesus?</p> <p>i. Recognise, describe or give reasons for some of the symbols, actions and words associated with the Nativity. (7-11)</p> <p>ii. How do we remember and wait for the birth of Jesus?</p> <p>iii. How do we remember and wait for the birth of Jesus?</p> <p>iv. How do we remember and wait for the birth of Jesus?</p> <p>v. How do we remember and wait for the birth of Jesus?</p> <p>vi. How do we remember and wait for the birth of Jesus?</p> <p>vii. How do we remember and wait for the birth of Jesus?</p> <p>viii. How do we remember and wait for the birth of Jesus?</p> <p>ix. How do we remember and wait for the birth of Jesus?</p> <p>x. How do we remember and wait for the birth of Jesus?</p> <p>xi. How do we remember and wait for the birth of Jesus?</p> <p>xii. How do we remember and wait for the birth of Jesus?</p> <p>xiii. How do we remember and wait for the birth of Jesus?</p> <p>xiv. How do we remember and wait for the birth of Jesus?</p> <p>xv. How do we remember and wait for the birth of Jesus?</p> <p>xvi. How do we remember and wait for the birth of Jesus?</p> <p>xvii. How do we remember and wait for the birth of Jesus?</p> <p>xviii. How do we remember and wait for the birth of Jesus?</p> <p>xix. How do we remember and wait for the birth of Jesus?</p> <p>xx. How do we remember and wait for the birth of Jesus?</p>	<p>teaching of the Bible AT 1 (ii) and AT I (iii). Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which the Gospel accounts of key events in the life of Jesus: the Nativity. (7-11)</p> <p>AT 1 (ii) God's call to people in the Old Testament</p> <p>The Church (7-11)</p> <ul style="list-style-type: none"> The role of Mary as Mother of Jesus <p>Celebration (7-11)</p> <p>AT 1 (i)</p> <p>i. Retell Luke's account of the birth of Jesus (AT 1 (i) Level 2)</p> <p>ii. Examine Luke's account of the birth of Jesus and identify expressions of belief in the incarnation (AT 1 (i) Level 3)</p> <p>iii. How does the local community celebrate the birth of Jesus today? AT 1 (ii)</p> <p>i. Make links between two sources: the incarnation in Scripture and in the celebration of Christmas today (AT 1 (i) Level 4)</p>	<p>of Jesus:</p>
		<p>m. Recognise, describe or explain that people act in particular ways because of their faith (AT 1 (iii) Levels 1-3)</p> <p>n. Explain how religious belief shapes life (AT 1 (iii) Level 4)</p>	
	<p>Spiritual Outcomes:</p> <p>It is hoped that pupils will develop:</p> <ul style="list-style-type: none"> A sense of wonder about the coming of God into the world A disposition of prayer An openness to the mystery of God, incarnate An appreciation of the gift of Christmas 		

Other Curriculum Links:

English: The interpretation of texts.

The Arts: 'reading' an art work

Humanities:

PSHE/SMSC: The Big AT 2 Question. Does the celebration of Christmas today include remembering the incarnation of God?

IT: Typing up of the Liturgy

Key Terminology: Advent, Christmas (the Mass of Christ), Messiah, Incarnation, saviour, Luke, Gospel, author, audience, community, midrash

EYFS Advent and Christmas (Autumn 2 2021)

Key Teachings from the Catholic Tradition from the RECD

Revelation:
 Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant between God and his people. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the word through whom all things are made and through whom all of us are invited into a full communion of love and truth as one with the Father and the Holy Spirit, exploring the most basic, fundamental aspects of faith: belief in God. As this unit will be taught during the seasons of Advent and Christmas, this unit teaches the incarnation, belief that Jesus was God in human form.

Content Areas from the Religious Education Curriculum Directory

<p><i>Pupils will define the term universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is together with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world. Mary is taught as the Mother of God, the first disciple. Because of unity with Christ, Mary responded to God's word and so has a special place as Mother of the Church.</i></p> <p>Revelation:</p> <ul style="list-style-type: none"> • Hear the story of Christmas • Come to know Jesus is God the Father's Son. <p>Celebration:</p> <p>Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.</p>	<p>Celebration:</p> <ul style="list-style-type: none"> • Experience praying with others as a celebration • Experience liturgical celebrations in a variety of simple settings. • Be able to join in simple prayers and hymns. 	<p>The Church is</p>
<p>Church:</p> <ul style="list-style-type: none"> • Come to know that Mary is the mother of Jesus. • Experience that a Church is a special place where God's people gather to pray. <p>Life in Christ:</p> <p>All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political.</p>	<p>Life in Christ:</p> <ul style="list-style-type: none"> • Consider ways in which a Christian family and parish share and celebrate life, and show care for one another. 	<p>God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political.</p>

Spring 1 2022 Being A Sacramental People

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Church

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

b. ii The Church has a sacramental view of all reality (739)

3.2.2. Who celebrates? (1136-1144)

A Liturgy is the action of the 'whole Christ' (totus Christus)

b The sacramental liturgy

3.2.3. Signs and symbols (1145-1152)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.2.5. Seven sacraments (1210)

A Definition of sacrament: A sacrament is an efficacious sign of grace, instituted by Christ and entrusted to the Church, by which divine life of grace is dispensed to us through the work of the Holy Spirit (1131)

D Redemption is mediated through the seven sacraments

a Christ acts through the sacraments (1084-1085)

b Sacraments for healing and sanctification (1123, 1421)

3.3.1. Sacraments of Christian Initiation (1212-1419)

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which A re-presents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

3.4.1. Sacraments of Healing (1420-1532)

Human beings are 'earthen vessels' A subject to suffering, illness and death, and weakened by sin (1420)

a Jesus Christ is our physician and healer (1421)

3.4.2. Reconciliation: (1422-1484)

A Definition: the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (1422, 1425, 1428, 1446)

3.4.3. Anointing of the Sick: 1499-1525

A Definition: the sacrament which gives spiritual healing and strength to a person seriously ill and sometimes also physical recovery (1499-1513)

3.4.1. Sacraments at the Service of Communion (1533-1666)

A Ordered to the service of others (1534)

a Mission (1535)

b Consecration (1535)

3.4.2. Holy Orders (1536-1589)

A Definition: the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfil the responsibilities of the order to which he is ordained.

3.4.3. Marriage (1601-1658)

A Definition: the sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (1601, 1603, 1613-1616, 1642)

AGE GROUP STATEMENTS FROM THE RECD

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • The beauty, detail and order in creation • Their gifts and growth (e.g. gifts of senses) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7) • Ways of belonging to the community (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The place and value of celebrations in family, school and parish • Signs and symbols used by the Church • <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • Ways in which they are free to choose • Taking responsibility for themselves and towards others • Responses that are not loving and failures to show love and care • Signs of God’s care and blessings: in creation, in Scripture and in human life 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • Responses to creation (e.g. in prayer, art, music etc.) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • To being 'Church' in the parish, diocese and universal Church • Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) • Their freedom to choose and responsibility to choose the good <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • The practice of examination of conscience and its significance for Christian living • The rite of Reconciliation and its significance • The Sacrament of the Sick <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • Conscience as a gift to be developed through the practice of examination of conscience • Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness • The values of sharing, showing respect and care for others
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (iii). It also includes opportunities for monitoring of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 4-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

- Block 1:
- e. Recognise, describe or explain that people act in particular ways because of their faith (AT 1 (iii) Levels 1-3)
 - f. Recognise, describe or explain the signs, symbols, words and actions of the Sacraments of Healing (AT 1 (ii) Levels 1-3)

- Block 2:
- ii. Explain how religious belief shapes life (AT 1 (iii) Level 4)
 - jj. Identify and describe the words, actions and symbols in the Sacraments of Healing (AT 1 (ii) Level 4)
 - kk. Describe and explain the meaning and purpose of a Sacrament of Healing. (AT 1 (ii) Level 5)
 - ll. Identify similarities and differences between peoples’ responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5).

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of God's presence in the world
- A respect for relationships which bring God's presence to us
- An attitude of openness to the Sacraments: words, actions and symbols
- A willingness to seek God in their own lives
- A recognition of the need for healing in the world.

Other Curriculum Links:

English:

The Arts:

Humanities:

PSHE/SMSC:

IT:

Key Terminology: Sacramental principle, Sacraments, healing, anointing, words, actions, symbols, elements, 'make present', presence of God, oil, rings, bread and wine, water
Sin, Reconciliation, Penance, Contrition

EYFS Spring 1 2022 Being A Sacramental People

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to know that Jesus helps us to choose the good
- Experience liturgical celebrations in a variety of simple settings.

- Experience and recognise prayer is talking and listening to God

Life in Christ:

- Learn to say 'sorry'
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Pupils' will learn that creation is the first and universal revelation of God's love.

Celebration:

Pupils are taught that the sacraments give and celebrate the life of God's grace in us. And that through the words and actions of the sacraments Christ communicates with us. Pupils learn that Sacramental celebrations are woven from signs and symbols which are drawn from both material creation and human culture.

One of the key aims of Religious Education is to make pupils aware of the sacraments of healing. Through reconciliation Jesus is sacramentally present and calling us to conversion; in the Anointing of the Sick the love and healing power of Christ is made present through the laying on of hands and anointing with oil.

Jesus Christ, Son of God:

Pupils are introduced to the concept that freedom is the basis of human acts; the power to perform and take responsibility for actions. They are taught that Sin is always the result of free will and the genuine failure of love for God, neighbour and ourselves.

Spring 2 2022 From Lent to Easter

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.2.4 Understanding scripture (105-119)

D The Gospels

a The Gospels occupy the central place in Scripture (125, 139)

i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God

ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work

iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives

b Three stages in the formation of the Gospels (126)

c The Synoptic Gospels: Matthew, Mark, and Luke

i Approximate dates for each Gospel

ii What is known about each of these three evangelists

iii The churches for whom Matthew, Mark, and Luke wrote

iv The contents of the Synoptic Gospels (512- 667)

• Infancy narratives in Matthew and Luke

• The Baptism of Jesus

• The Temptations of Jesus

• Sermon on the Mount in Matthew; Sermon on the Plain in Luke

• Jesus' teaching, including the parables

• The miracles

• Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

B The Passion and Death of Jesus (595-618)

a The mystery of redemptive love and suffering on the cross

b Overcoming temptation by Satan

c Events of the Passion and the Suffering Servant

Prayer

3.5.1. What is prayer? (2559-2565)

A The Church at prayer

a Liturgical year (1163-1178)

b How we pray

e Popular piety (1674)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday(5-7)

The Church (5-7)

- Ways of belonging to the community (5-7) [The Last Supper]

Celebration (5-7)

- The story of the Last Supper (5-7)
- Prayers from Scripture and tradition (5-7)

Life in Christ (5-7)

- Relationships of love (e.g. parent, child) and love received and given (e.g. sharing) (5-7)

Revelation: (7-11)

- The Gospel accounts of key events in the life of Jesus: passion and death (7-11)

The Church (7-11)

- How the local Church is ‘good news’ for people and how everyone can have a part in this (7-11)
- How the school community has opportunities to be ‘good news’ for others (7-11)

Celebration (7-11)

- The significance of the Church’s names for this Sacrament the Mass, Eucharist, the Lord’s Supper, the Breaking of Bread (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

Life in Christ (7-11)

- The joy and challenge of and the giving and receiving in relationships (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii) and (i). It also includes opportunities for assessment of AT 2 (i) and (ii). *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes:

- g. Recognise, describe or explain the Stations of the Cross as a devotional practise associated with Lent. (AT 1 (ii) Levels 1-3).
- h. Retell the events of the Entry into Jerusalem, the Last Supper or the Death of Jesus from the Gospel of Luke (AT 1 (i) Levels 1-2)
- i. Know that we believe in the real presence from the story of the Last Supper. (AT 1 (i) emerging Level 3)
- j. Explain the purpose and history of the Traditional Stations of the Cross. (AT 1 (ii) Level 4)
- k. Make links between Luke's account of the passion of Jesus and the Stations of the Cross (AT 1 (i) Level 4)
- l. Plot development in belief of the Passion of Jesus through the Stations of the Cross. (AT 1(i) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of reflection and prayer
- An openness to the presence of God in the Eucharist
- A willingness to be part of Lent and Easter celebrations

Other Curriculum Links:

English: Drawing meaning from (interpreting) passages

The Arts: Lenten activities

Humanities: Mapping; Jerusalem

PSHE/SMSC: Anticipation of significant events; the commonality of belief – belonging to a group who share belief and practice

IT: Completion of think pad (if desired), use of the internet for research

Key Terminology: Passion, Passover, Last Supper, Penance, Lent, Ashes, Shrove Tuesday, Ash Wednesday, Palm Sunday, Holy Thursday, Good Friday, Holy Week, almsgiving, crucify, Stations of the Cross, suffering, Triduum, transubstantiation.

EYFS Spring 2 2022 From Lent to Easter

Overview

Topic Theme: Lent and the Passion of Jesus

Children will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent officially ends on Holy Thursday when the Triduum, the three days – Holy Thursday, Good Friday and Holy Saturday, occur. This unit looks only at the Passion of Jesus, not the Resurrection. The Resurrection, post Resurrection experiences and Pentecost are covered in the next topic.

The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation: Pupils' will learn that through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ.

Celebration:

Pupils are taught that the Stations of the Cross develop their living relationship with God, in and through Jesus Christ. It is an intimate encounter within the heart of each person.

Jesus Christ, Son of God:

Pupils are introduced to Jesus who is truly God and truly human. In him the entire revelation of the most high God is summed up. His life, death and resurrection are the core events of human history and the heart of our faith. His cross is the ultimate sacrifice for each of us. Jesus reveals the truth and love of God through himself; truly human, truly God

Summer 1 2022 From Easter to Pentecost

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none">• The main events, characters and places in the life of Jesus: Easter Sunday (5-7)• The story of the coming of the Holy Spirit at Pentecost (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none">• Ways of belonging to the community (5-7) [Pentecost] <p>Celebration (5-7)</p> <ul style="list-style-type: none">• Prayers from Scripture and tradition (5-7)	<p>Revelation: (7-11)</p> <ul style="list-style-type: none">• The Gospel accounts of key events in the life of Jesus: resurrection and ascension (7-11)• The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none">• How the local Church is 'good news' for people and how everyone can have a part in this (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none">• A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
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Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658) ^[11] _[SEP]

a A historical event involving Christ's physical body ^[11] _[SEP]

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection ^[11] _[SEP]

i Confirmation of Jesus' divinity and of his words and teachings (651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (iii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- hh. Retell some of the events of the Easter Season: the Resurrection, the journey to Emmaus, the Ascension and the Coming of the Holy Spirit at Pentecost; according to the Gospel of Luke and the Acts of the Apostles (AT 1 (i) Levels 1-2)
- ii. Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)
- jj. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)

Block 2:

- mm. Retell the events of the Easter Season from the writing of Luke (AT 1 (i) Levels 1-2)
- nn. Explain how the Resurrection and Post-Resurrection appearances lead to belief in the divinity of Christ. (AT 1 (i) Level 3).
- oo. Make connections between two sources of revelation by finding belief in the resurrection within the Creed. (AT 1 (i) Level 4)
- pp. Show how belief in the resurrection has developed from the time of Jesus to the writing of the Creed and to the present day. (AT 1 (i) Level 5)
- qq. Recognise, describe and give reasons for the actions of 'caritas' by Christians. (AT 1(iii) to Level 3)
- rr. Show understanding of how belief in 'caritas' shapes a whole person's life (AT 1 (iii) Level 4)
- ss. Identify similarities and differences between how people of faith and no faith respond to care of those in need. (AT 1 (iii) Level 5)

Spiritual Outcomes:

It is hoped that pupils will develop:

- A strengthened sense of belief in the resurrection of Jesus
- A willingness to accept the obligation to care for those less fortunate than ourselves
- A sense of how the resurrection provides a way of living

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: Drawing, photography/displays

Maths: Timeline/counting and number

History: Chronological order/ Timeline

PSHE/SMSC: Personal Reflection

IT: Internet search and gathering of information

Key Terminology: New life, appearances, Ascension, Resurrection, Pentecost, caritas, charity, Easter

EYFS Summer 1 2022 From Easter to Pentecost

Overview



Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came to life again! Without the resurrection the Church would not have begun.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

a A historical event involving Christ's physical body

i Testified to by those who saw the Risen Jesus

ii Verified by the empty tomb

b A transcendent event in which Jesus is no longer bound by space and time

i The Resurrection is not a resuscitation or a return to earthly life

c The significance of Christ's Resurrection

i Confirmation of Jesus' divinity and of his words and teachings(651,653)

ii Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (652)

iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)

b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Background Information for Teachers

This unit uses a range of adult terms. These terms may be explained as follows.

Resurrection – Jesus had died but he came alive again – he rose from the dead.

Post-Resurrection appearances – after Jesus had risen from the dead he 'visited' the disciples. He showed them that he was alive.

Ascension – to ascend is to go up (stairs, lift). Jesus rose into the air and vanished, we believe he went back to God

Pentecost – A Jewish festival of saying thanks to God for the first fruits of the season. Celebrated 50 days after Passover. Luke tells us that the Holy Spirit came to the community during the festival of Pentecost.

The colours of the Easter Season are Gold and White. Red is worn on Pentecost.

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Life in Christ

4.3.5. Virtues (1804-1832)

A Virtue (1803)^[11]_[SEP]

a Definition of virtue (1803)^[11]_[SEP]

b Types of virtue (1804-1832)^[11]_[SEP]

c Theological virtues (1812-1829)^[11]_[SEP]

d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfilment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6 Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm

Summer 2 2022
In God's Name
(A Virtuous Life)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation (5-7)

- Stories of significant people in the Old and New Testament (5-7)

The Church (5-7)

- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- The way Jesus proclaimed the Good News in what he did and said (5-7)
- Opportunities today to live and share life following the example of Jesus (5-7)

Celebration (5-7)

- Ways in which Jesus invited men and women to friendship and discipleship (5-7)

Life in Christ (5-7)

- Scripture passages which illustrate freedom and responsibility in the choices people made (5-7)
- 'Neighbours' and Jesus' call to 'love your neighbour as yourself' (5-7)
-

Revelation: (7-11)

- The Gospel accounts of Jesus' public ministry and teaching (7-11)
- The Gospel accounts of how the lives of men and women were changed by their encounters with Jesus (7-11)

The Church (7-11)

- The ways Jesus proclaimed Good News to everyone he met and the variety of responses made (7-11)

Life in Christ (7-11)

- Their freedom to choose and responsibility to choose the good (7-11)
- Ways love of neighbour can be shown at home, at church, locally and globally (7-11)
- The Christian values which inform love of neighbour and oneself (7-11)
-

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and (iii). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute*

<i>achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i>
Block 1: Pupils will: kk. Become familiar with, retell and draw meaning from the story of the Good Samaritan. (AT 1 (i) Levels 1-3). ll. Link the cardinal virtues (as a response to belief in love of neighbour) to the life of St John Southworth. (AT 1 (iii) to Level 3.)
Block 2: Pupils will: k. Retell the story of the Good Samaritan according the Gospel of Luke (AT 1 (i) Level 2) l. Know the cardinal virtues (prudence, justice, restraint and courage) and be able to explain them as a response to belief in love of neighbours . (AT 1 (i) Level 3) m. Describe how the cardinal virtues are evident in the characters in the story of the Good Samaritan. (AT 1 (i) Level 4) n. Name, describe and explain the life work of St John Southworth as one who lived a virtuous life (AT 1 (iii) Level 2, 3, 4) o. Identify similarities and differences between the Good Samaritan's and John Southworth's responses to the moral issues that they experienced. (AT 1 (iii) Level 5)
Spiritual Outcomes: <i>It is hoped that pupils will develop:</i> <ul style="list-style-type: none">• A sense of a virtuous person• An openness to the virtues that are presented• A willingness to try and live these virtues
Other Curriculum Links: English: Comprehension of stories/Literacy strategies Art: Drawing, displays Maths: counting, graphing PSHE/SMSC: Personal Reflection IT: Internet search and gathering of information Geography: Mapping History: The plagues of London
Key Terminology:

EYFS Summer 2 2022 A Virtuous Life

Topic Theme: A Virtuous Life

This unit is intended to complete the Year C cycle and the academic year. It follows on

from the previous unit and the concept of *caritas* to explore more fully Church teaching on the cardinal virtues. This unit continues to present Luke's Gospel as its source by teaching the story of the Good Samaritan as a model for a virtuous life.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults

Form, and experience good relationships with peers and with adults in the school community

Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803)

a Definition of virtue (1803)

b Types of virtue (1804-1832)

c Theological virtues (1812-1829)

d Cardinal virtues (1804, 1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfillment in society, not

in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2022 In the Beginning

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.3.1 The Creation of the World and our First Parents (54,279-282)

A. Revelation as found in the book of Genesis.

Understanding literary forms in Scripture (289)

Genesis 1–11 conveys religious truth rather than science (283-289)

The book reveals truth about which science and history can only speculate

Scripture's use of figurative and symbolic language in Genesis 1–11 (362, 375, 390, 396)

D. Human beings as the summit of creation

a. Created in the image and likeness of God (356-16)

i. God made them male and female (369-373, 1605, 1702, 2331)

ii. Dignity of both men and women: similarities and differences (2333-2336)

1.2.4 Understanding scripture (105-119)

B. Criteria for interpreting the Sacred Scripture (109- 114, 137)

a. Read and interpret Sacred Scripture within the tradition and teaching of the Church

b. Give attention both to what the human authors intended to say and to what God reveals to us by their words

c. Take into account the conditions of the time when it was written and the culture in which it was written

d. Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, 12-13)

e. Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible

f. Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching

D. The Bible in relation to science and history (37, 159, 1960)

a. The Church teaches us how to relate truths of faith to science

b. There can be no conflict between religious truth and scientific and historical truth (159)

c. The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic or naturalistic understanding

Church

3.5.2. Prayer: A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

C. Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a. Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b. Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer

3.5.3. Prayer in Judaism and other religions (NA 1-3, 1096)

A. A better knowledge of the Jewish people's faith and religious life as professed and lived even now can help us better understand certain aspects of Christian liturgy (1096)

B. God has always called all people to prayer (2569)

AGE GROUP STATEMENTS FROM THE RECD	
<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • Scriptural praise of God in creation and the story of creation as God’s work (5-7) • Scriptural imagery which speaks of God (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • The Jewish faith (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The Good News of God’s love and forgiveness in Old and New Testament and the prayers of the Mass (5-7) • <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • Signs of God’s care and blessings: in creation, in Scripture and in human life (5-7) • Scripture passages which reveal God’s love (e.g. psalms of thanks, trust, calls for help) (5-7) 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • Key imagery that speaks of God in the Old Testament and the Gospels (7-11) • The Bible (7-11) • Responses to creation (e.g. in prayer, art, music etc.) (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Respect for the writings and holy people of the Jewish faith and other religions (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11) • Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11) • Community prayer (7-11) <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • The diversity and richness of creation (7-11)

<p>Other Curriculum Links: English: Literary form: Psalm, poem, narrative – analysis of passages The Arts: Artistic images of creation Humanities: Creation as a theme which has been written to model behaviour PSHE/SMSC: IT: Use of IT for assessment</p>	<p>OUTCOMES - Linked to Levels of Attainment</p>	
	<p>This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for assessment of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 <i>Completion of a 'levelled' activity does not automatically constitute achievement of that level; both ongoing and summative assessment should be used to judge the levels at which pupils are working.</i></p>	
<p>Key Terminology: Genesis, myth, adamah, ha 'adam, Yahweh, Yahwist, Priestly, Psalm, Liturgy, Prayer, Synagogue, Rabbi</p>		
	<p>j. Identify the beliefs about God which come from this text. (AT 1 (i) emerging Level 3)</p> <p>k. Recognise, describe and explain why prayer is part of the Christian ritual (AT 1 (ii) emerging Levels 1-3)</p> <p>l. Pray the Psalms</p>	
	<p>Block 2:</p> <p>tt. Retell either of the stories of Creation: Genesis 1:1-2:4a or 2:4b – 25 (AT 1 (i) Level 2)</p> <p>uu. Explain belief in the nature of God drawn from these passages. (AT 1 (i) Level 3)</p> <p>vv. Find connections between a creation passage and a quote from Laudato Si. (AT 1 (i) Level 4)</p> <p>ww. Explain why people pray the Psalms</p> <p>xx. Explain the Psalms as a form of prayer ritual used by both Jews and Christians today. (AT 1 (ii) Level 4 and 5)</p> <p>yy. Pray the Psalms</p>	
	<p>Spiritual Outcomes: It is hoped that pupils will develop:</p> <ul style="list-style-type: none"> • A sense of wonder for creation • A willingness to learn from Scripture • An appreciation of the truths contained in Scripture • A sense of the value of prayer 	

EYFS Autumn 1 2022 Beginnings

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church

and school are.

Autumn 2 2022 From Advent to Christmas

**AGE GROUP STATEMENTS FROM
THE RECD**

<p>Pupils will learn about:</p> <p>Revelation (5-7)</p> <ul style="list-style-type: none"> • The main events, characters and places in the life of Jesus: Nativity (5-7) • Stories of significant people in the Old and New Testament(5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Ways of belonging to the community (5-7) • The ‘Church’ as the People of God made one by Jesus, a community which shares love and life (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The place and value of celebrations in family, school and parish (5-7) • Some ways the church celebrates major seasons of the liturgical year (5-7) • Prayers from Scripture and tradition (5-7) • Ways in which people pray in church (5-7) • Signs and symbols used by the Church (5-7) 	<p>Revelation: (7-11)</p> <ul style="list-style-type: none"> • The Gospel accounts of key events in the life of Jesus: nativity (7-11) <p>The Church (7-11)</p> <ul style="list-style-type: none"> • Ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities) (7-11) • To being Church in the parish, diocese and universal Church(7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • The Church’s celebrations of significant events in the life of Jesus (7-11) • Community prayer (7-11) • Signs and symbols and their significance in liturgy (7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
<p>OUTCOMES - Linked to Levels of Attainment</p>	

This framework has been written to model linear teaching of AT 1 (i) and (ii). It also includes opportunities for monitoring of AT 2 (i) and (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- i. Recognise, describe and explain the 'O' Antiphons as part of the season of Advent (AT 1 (ii) Levels 1-3)
- j. Become familiar with or retell Matthew's account of the birth of Jesus; Matthew 1:18-2:15 (AT 1 (i) Levels 1-2)
- k. Recall or identify the beliefs about God that are found in this text. (AT 1 (i) emerging or sound

Block 2:

- k. Describe and or explain the meaning and purpose of the 'O' Antiphons as part of prayer ritual used during Advent using appropriate religious terminology. (AT 1 (ii) Level 4 and 5)
- l. Retell Matthew's account of the birth of Jesus (AT 1 (i) Level2)
- m. Relate the titles for Jesus used by Matthew to belief in the incarnation. (AT 1 (i) Level 3)
- n. Make links between the O Antiphons and Matthew's Jewish audience (AT 1 (i) Level 4)
- o. Pray the O Antiphons

Spiritual Outcomes:

It is hoped that pupils will develop:

- An appreciation of the gift of God's presence born again into the world at Christmas
- An openness to the incarnation in their own lives
- An appreciation of the truths contained in Scripture

Other Curriculum Links:

English: Literacy strategies/techniques used with the exploration of Scripture

Art: Jesse tree and creation of symbol

Maths:

PSHE/SMSC: Personal Reflection on care of self and others based on how the presence of God in the world make a difference at Christmas

Key Terminology: Genealogy, antiphon, liturgical year/calendar/seasons, gentile, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, messiah, Emmanuel, Maranatha

Background Notes for Teachers

Love, Listen and Learn

This unit is intended as the second for the academic year 2019/2020 and the first of the Liturgical year, Year A. In keeping with the Liturgical year, this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35)

C. *Divine Revelation* (50-53, 68-69)

1.2.5. The Shape of the Bible (120-130)

D. *The Gospels*

1.5.1. Jesus Christ, Son of God (422-679)

A. *Mystery of the Incarnation: Emmanuel (God-is-with-us)* (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. *The Gospels recognise Jesus as the fulfillment of the promise*

1.5.3. The Mystery of the Incarnation (461-463)

A. *The Word became flesh (the Incarnation)* (525-528, 456-478)

B. *Jesus Christ is fully God and fully man* (464-469)

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-2649)

F. *Prayer requires effort and commitment* (2729-2745)

3.2.4. Liturgical year (1163-1171)

A. *Seasons* (1163-1165)

B. *The Sabbath and the Lord's Day* (1166-1167)

C. *The liturgical year* (1168-1171)

D. *The sanctoral* (1172-1173)

E. *The Liturgy of the Hours* (1174-1178)

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

11. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
12. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
13. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
14. Matthew has no shepherds – instead wise men (Maji) visit the baby.
15. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

KEY TERMINOLOGY: Advent, Christmas, narrative, antiphon, liturgical year/calendar/seasons, Gospel, First Testament, family tree, Jesse Tree, Psalm, incarnation, Messiah, Emmanuel, Maranatha

2023 People of Prayer

Key Teachings from the Catholic Tradition from the RECD

Celebration:

3.5.1. What is prayer? (2559-2565)

A. *The Church at prayer*^[SEP]

3.5.2. A universal call (2566-2567)

A. *God calls every individual to a vital relationship with him experienced in prayer* (2558)

B. *Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple* (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. *Expressions of prayer can be vocal, meditative, or*^[SEP]*contemplative* (2700-2724)

E. *The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise* (2626-^[SEP]2649)

F. *Prayer requires effort and commitment* (2729-^[SEP]2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. *Our response to God's plan*

a *Response of love* (1828)

b *He calls us to be attitude or joy*

c *The Beatitudes* (1716)

B. *Effects of the Beatitudes* (1718-1724)

Content Areas from the RECD

Pupils will learn about:

Revelation:

- Stories of significant people in the Old and New Testament (5-7)
- The 'Church' as the People of God made one by Jesus, a community which shares love and life (5-7)
- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- How Jesus spoke of God his Father and the Holy Spirit (7-11)

Church:

- The 'Church' as the People of God made one by Jesus, a community which shares love and life (5-7)
- Relationships they have in the family, at school, in the parish, neighbourhood, world (5-7)
- Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating Eucharist, prayer for others, parish activities) (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)

Celebration:

- Prayers from Scripture and tradition (5-7)
- Jesus prayer to his Father (5-7)
- Ways in which people pray in church (5-7)
- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Community prayer (7-11)

Life in Christ:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The sign of the cross (5-7)
- Passages in Scripture which express joy and trust in God's love (5-7)
- Respect for community values and life of other cultures and other religious communities (7-11)

EYFS People of Prayer (Spring 1 2023)

<i>Pupils will have the opportunity to:</i>			
<p>Revelation: Come to know Jesus is God the Father's Son</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience and recognise prayer is talking and listening to God Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>

Key Teachings from the Catholic Tradition from the RECD (Numbers in brackets are taken from The Catechism of the Catholic Church)

Celebration:

3.5.1. What is prayer? (2559-2565)

A. The Church at prayer

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626- 2649)

F. Prayer requires effort and commitment (2729- 2745)

Life in Christ:

4.1.3. Beatitude (1720-1724)

A. Our response to God's plan

a Response of love (1828)

b He calls us to be attitude or joy

c The Beatitudes (1716)

B. Effects of the Beatitudes (1718-1724)

Celebration:
3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)
3.2.2. Who celebrates? (1136-1144)
3.2.3. Signs and symbols (1145-1152)
A. Signs of the covenant (1150)
B. Signs taken up by Christ (1151)
C. Sacramental signs (1152)
D. Words, actions, singing, music and images (1153-1162)

3.3.4. The Eucharist (1322-1405)
A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)
B. Understanding the sacrament a Scriptural basis
C. Celebration (1345-1355)
D. Essential elements
H. Appropriating and living this sacrament

AGE GROUP STATEMENTS FROM THE RECD

<p>Pupils will learn about:</p> <p>Revelation(5-7)</p> <ul style="list-style-type: none"> The main events, characters and places in the life of Jesus: Palm Sunday, the Last Supper, Good Friday and Easter Sunday (5-7) <p>The Church (5-7)</p> <ul style="list-style-type: none"> Roles in the communities to which they belong (e.g. children, parents, parishioners, 	<p>Revelation (7-11)</p> <ul style="list-style-type: none"> The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11) <p>The Church: (7-11)</p> <ul style="list-style-type: none"> Ways of taking part in the life and worship of the domestic and local church (e.g. Celebrating
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<p>priest, bishop, Pope) (5-7)</p> <ul style="list-style-type: none"> • The main aspects of the Eucharistic celebration and prayers used at the Eucharist (5-7) • Some ways the church celebrates major seasons of the liturgical year (5-7) <p>Life in Christ (5-7)</p> <ul style="list-style-type: none"> • The words of Jesus which speak of his Father's love (5-7) <p>Celebration (5-7)</p> <ul style="list-style-type: none"> • The story of the Last Supper (5-7) 	<p>Eucharist, prayer for others, parish activities) (7-11)</p> <p>Life in Christ (7-11)</p> <ul style="list-style-type: none"> • The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life (7-11) <p>Celebration (7-11)</p> <ul style="list-style-type: none"> • Signs and symbols and their significance in liturgy (7-11) • Words and images Jesus used to express communion (e.g. I am the vine and you are the branches) (7-11) • The structure of the Eucharist (7-11) • The significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread (7-11) • The prayer Jesus taught his friends (Our Father) and its significance (7-11) • A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(ii). It also includes opportunities for assessment of AT 2 (i). Block 1 provides content for Levels 1 to

3; Block 2 for Levels 3-5
Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:
 i. Recognise or use some of the signs, symbols and religious terms which celebrate the season of Lent (AT 1 (ii) Levels 1-3)
 j. Retell part of the passion of Jesus according to Matthew (AT 1 (i) Levels 1-2)
 k. Recognise or describe some of the actions which are part of the liturgies of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)
 l. Pray

m. Block 2: Recognise, describe or explain some of the signs, symbols and religious terms which celebrate the season of Lent (AT 1 (ii) Level 3)
 n. Retell the stories of the Passion from Palm Sunday to Good Friday (AT 1 (i) Level 2)
 o. Recognise, describe or explain a special action which is part of the liturgy of Palm Sunday, Holy Thursday or Good Friday (AT 1 (ii) Levels 1-3)
 p. Use religious terms to show an understanding of different liturgies (AT 1 (ii) Level 4)
 q. Describe and explain the meaning and purpose of a variety of forms of worship (AT 1 (ii) Level 5)
 r. Pray

Spiritual Outcomes:
It is hoped that pupils will develop:

- An openness to the story of the Passion of Jesus
- An appreciation of the liturgy (especially of the major actions of Palm Sunday, Holy Thursday and Good Friday) in deepening a relationship with God
- Reflectiveness in prayer

Other Curriculum Links:
English: Comprehension of stories/Literacy strategies
Art: Creation of Crosses
Maths:
PSHE/SMSC: AT 2 links – to questions of meaning and purpose.
IT: use of the internet

Key Terminology: Passion, liturgy, service, sacrifice, celebration, give alms, pray, fast, procession, adoration, consecration, antiphon, Passover, chasuble, Blessed Sacrament,

repose, ciborium, genuflect, Praetorium, Sabbath.

EYFS From Lent to Holy Week (Spring 2 2023)

<i>Content Areas from the Religious Education Curriculum Directory</i>			
<p><i>Pupils will have the opportunity to:</i> Revelation: Come to know that God loves each one always and at all times Come to know Jesus is God the Father's Son Hear the story of ... Easter Experience and become familiar with the sign of the cross</p>	<p>Church: Experience that a church is a special place where God's People gather to pray</p>	<p>Celebration: Experience praying with others as a celebration Experience praying with others as a celebration Be able to join in simple prayers and hymns</p>	<p>Life in Christ: Ways in which a Christian family and parish share and celebrate life, and show care for one another</p>
<i>Key Teachings from the Catholic Tradition from the RECD</i>			
<p>3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)</p>			
<p>3.2.2. Who celebrates? (1136-1144)</p>			
<p>3.2.3. Signs and symbols (1145-1152)</p>			
<p><i>A. Signs of the covenant (1150)</i></p>			

B. Signs taken up by Christ (1151)

C. Sacramental signs (1152)

D. Words, actions, singing, music and images (1153-1162)

3.3.4. The Eucharist (1322-1405)

A. Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B. Understanding the sacrament a Scriptural basis

C. Celebration (1345-1355)

D. Essential elements

H. Appropriating and living this sacrament

Summer 1 2023 From Easter to Pentecost

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

- 1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)
C. The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)
a A historical event involving Christ's physical body
i Testified to by those who saw the Risen Jesus
ii Verified by the empty tomb
D. The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

- 1.5.2. The Holy Spirit in the Church (733-741, 747)
A. The Holy Spirit and Jesus Christ in his earthly mission (727-730, 745-746)
B. The event of Pentecost (731-732, 738)
C. The Holy Spirit act in the hearts of the faithful (684, 738-741, 1966)
D. The Holy Spirit and the sacramental economy (1091, 1133, 1670)

Celebration:

- 3.1.1. What is liturgy? (1066-1074)
A Prefigured in the Old Testament (1067)
a Meaning (1069-1070)
b Source of Life (1071-1072)
c Liturgy as prayer (1073)
- 3.1.2. God's plan of blessing (1077-1109)
A. God the Father is the source and goal (1077-1083)
B. Christ glorified in the liturgy (1084-1090)
a The Apostolic Church (1086-1087)
b The Church on Earth (1088-1089)
c The Heavenly Liturgy (1090)
C The Holy Spirit (1091-1109)
a Prepares for Christ
b Recalls Christ
c Makes present Christ

Love, Listen and Learn

Children will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: Easter Sunday (5-7)
- The story of the coming of the Holy Spirit at Pentecost (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (5-7)
- The Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension (7-11)
- The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11)

Church:

- The Church as a 'house of God' where God's People gather with Jesus (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How people who heard the Good News of Jesus began to share a way of life (5-7)
- The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community (7-11)
- Ways of taking part in the life and worship of the domestic and local church (7-11)
- To being 'Church' in the parish, diocese and universal Church (7-11)
- The teaching role of the apostles (e.g. through New Testament letters) (7-11)

Celebration:

- Some ways the church celebrates major seasons of the liturgical year (5-7)
- The Church's celebrations of significant events in the life of Jesus (7-11)
- Community prayer (7-11)
- A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)

Life in Christ:

- The Holy spirit as the Helper Jesus promised his Church (5-7)
- Accounts in Scripture of God's invitations and a variety of responses (7-11)
- The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5

Teachers are reminded that completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

Block 1:

- k. Retell the resurrection of Jesus according to Matthew (AT 1 (i) Levels 1-2)
- l. Make links to belief in the resurrection found in Matthew's account (AT 1 (i) Level 3)
- m. Recognise or use some of the signs, symbols and religious terms which are part of the Pentecost liturgy (AT 1 (ii) Levels 1-3)
- n. Talk about, ask questions about and compare questions that are difficult to answer (AT 2 (ii) Levels 1-3)
- o. Pray

Block 2:

- qq. Retell the story of the resurrection according to Matthew (AT 1 (i) Level 2)
- rr. Describe how belief in the resurrection of Jesus is expressed in Matthew's account. (AT 1 (i) Level 3)
- ss. Make links to show how belief in the resurrection is expressed in the life of Pope Francis (AT 1 (i) Level 4 AND AT 1 (iii) Levels 1-3)
- tt. Show understanding of how religious belief shapes the life of Pope Francis (AT 1 (iii) Level 4)
- uu. Engage with and respond to questions of life in the light of religious teaching (AT 2 (ii) Level 4)
- vv. Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life (AT 2 (ii) Level 5)
- ww. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of openness and wonder about the resurrection and the coming of the Holy Spirit
- An appreciation of the work of the Holy Spirit in their lives
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of stories/Literacy strategies

Art: mobile construction

Music: Instruments that make the noise like a wind

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: use of computers to access information

Key Terminology: Pentecost; Resurrection, Shavu'ot

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

- Come to know that God loves each one always and at all times
- Hear the story of Easter

Church:

- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Experience liturgical celebrations in a variety of simple settings.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Taken from Section 1.4.5 C and D of the Curriculum Directory

C The Resurrection of Jesus: redemption accomplished and the promise fulfilled (631-658)

- a A historical event involving Christ's physical body
 - i Testified to by those who saw the Risen Jesus
 - ii Verified by the empty tomb
- b A transcendent event in which Jesus is no longer bound by space and time
 - i The Resurrection is not a resuscitation or a return to earthly life
- c The significance of Christ's Resurrection

i Confirmation of Jesus' divinity and of his words and teachings(651,653)
ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)
iii A promise of our own resurrection (1 Cor 15)

d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist

D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)

a The Ascension marks the entrance of Jesus' humanity into heaven (659)
b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise

Summer 2 2023 The Kingdom of God

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation:

1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)
A. The public ministry of Jesus (538ff)
c The proclamation of the Kingdom through parables and miracles (541-550)

1.2.5. The Shape of the Bible (120-130)
D. The Gospels
a The Gospels occupy the central place in Scripture (125, 139)
i They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God
ii The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work
iii The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives
b Three stages in the formation of the Gospels (126)
c The Synoptic Gospels: Matthew, Mark, and Luke
i Approximate dates for each Gospel
ii What is known about each of these three evangelists
iii The churches for whom Matthew, Mark, and Luke wrote
iv The contents of the Synoptic Gospels (512- 667)

- Jesus' teaching, including the parables (1329, 1337, 1366, 1323, 1412,

1521-1522, 1532, 1708, 1992, 2020)

Life in Christ:

4.4.1. Human vocation and society: 1878 – 1885

A. No vocation is lived in isolation (543, 804, 831, 1886, 1878-1885)

a Human beings exist in relationship with others; give of oneself in order to find oneself

b There are many levels and types of relationship

B. Teaching and example of Jesus—his commandment of love (1823)

a An unselfish gift of self to God and others

b Service to our brothers and sisters in the Church and world

4.4.2. Different types of justice (2411-2412, 1807)

A. Distributive justice (2236-2411)

B. Legal Justice

C. Commutative Justice

D. Social Justice (1928-1942)

4.4.3. Human solidarity (1939-1942, 2437-2442)

A Friendship and Social Charity (1939)

a Distribution of goods and remuneration for work (1940)

b Different communities of solidarity (1941)

c Spiritual goods (1942)

B International Solidarity (2437-2438)

a Responsibilities of wealthy nations (2439)

b International Aid and its limits (244)

c Proper role of the laity (2442)

AGE GROUP STATEMENTS FROM THE RECD

Pupils will learn about:

Revelation:

- The main events, characters and places in the life of Jesus: [parables of the kingdom] (5-7)
- The way Jesus gathered and formed a community of disciples and the life they shared (5-7)
- How Jesus called people to follow him (7-11)
- The Gospel accounts of Jesus’ public ministry and teaching (7-11)
- Ways in which people of today can hear and respond to God’s call (7-11)

Church:

- How people who heard the Good News of Jesus began to share a way of life (5-7)
- Opportunities today to live and share life following the example of Jesus (5-7)
- Key images of the Church used in Scripture and Tradition; the implications of this imagery for community life (7-11)
- The cost of discipleship (7-11)
- How the local church is ‘good news’ for people and how everyone can have a part in this (7-11)

Celebration:

- Ways in which Jesus invited men and women to friendship and discipleship (5-7)
- Ways in which Jesus showed love and care (7-11)
- Words and images Jesus used to express communion (e.g. I am the vine and you are the branches (7-11)

Life in Christ:

- Ways in which Jesus showed love and respect for others (5-7)
- Scripture passages which illustrate freedom and responsibility in the choices people made (5-7)
- Similarity, equality and difference (5-7)
- Signs of God’s care and blessings: in creation, in Scripture and in human life (5-7)
- The joys and challenges that freedom and responsibility bring (7-11)
- Accounts in Scripture of God’s invitations and a variety of responses (7-11)
- Sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness (7-11)
- The value and challenge of differences between individuals and peoples (7-11)

OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (i) and AT 1(iii). It also includes opportunities for assessment of AT 2 (ii). Block 1 provides content for Levels 1 to 3; Block 2 for Levels 3-5 *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Block 1:

- i. Retell a parable of the kingdom according to Matthew(AT 1 (i) Levels 1-2)
- j. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- k. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who acted in response to his belief (AT 1 (iii) Levels 1-3)
- l. Pray

Block 2:

- xx. Retell a parable of the kingdom according to Matthew (AT 1 (i) Levels 1-2)
- yy. Be able to explain belief in the kingdom of God expressed in the parables. (AT 1 (i) Level 3)
- zz. Describe and make links between Scripture and human experience (AT 1 (i) Level 4)
- aaa. Recognise, describe and/or give reasons for the actions of Nelson Mandela as a man who lived his whole life in response to his belief (AT 1 (iii) Levels 1-4)
- bbb. Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs (AT 1 (iii) Level 5)
- ccc. Pray

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the relationship between learning about faith and living faith-filled lives
- Respect for those who actively seek the kingdom of God
- A commitment to action for the kingdom of God
- An ability to wonder about questions that are difficult to answer
- Reflectiveness in prayer

Other Curriculum Links:

English: Comprehension of parables/Literacy strategies/structured writing tasks/oral comparison and debate

Art: poster construction

Humanities: the life of Nelson Mandela

Music: Kingdom songs

PSHE/SMSC: AT 2 links – to questions of meaning and purpose.

IT: Use of computers to access information

Key Terminology: kingdom of God/heaven; parable

OVERVIEW

Topic Theme: The Good Samaritan

This framework is intended as the final in the academic year. It introduces the story of the Good Samaritan and the idea that there are distinct characteristics of Christian life. The four cardinal virtues are offered as exemplar actions for children to emulate.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know that God loves each one always and at all times

Church:

Begin to hear about God's wonderful world

Celebration:

Come to know that Jesus helps us to choose the good

Life in Christ:

Respect each other, respect adults
Form, and experience good relationships with peers and with adults in the school community
Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD. The numbers refer to reference in the Catechism of the Catholic Church

Taken from Section 4.3.5 and 4.4 and 4.6 of the Curriculum Directory

4.3.5. Virtues (1804-1832)

A Virtue (1803) a Definition of virtue (1803) b Types of virtue (1804-1832) c Theological virtues (1812-1829) d Cardinal virtues (1804,1810-1811)

4.4 The life of the school community will reflect the truth that the human vocation to

happiness is not simply personal but social and political. We find fulfillment in society, not in isolation. Concern for the Common Good, the wellbeing of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.

4.6

Love of neighbour involves the whole of creation. It means working for a just society. It includes love for the poor which results in active support of our neighbours locally and globally. It requires us to love the weakest in society, especially the unborn. Love of neighbour means concern for truth and justice in this service of the Common Good. Love of neighbour means respecting the beliefs of Jewish people, other religions in the ways in which they worship and try to live good lives. Love of neighbour also extends even to our enemies who wish us harm.

Autumn 1 2023 Beginning with the Church

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Celebration

3.2.1. The Paschal Mystery and the Sacramental Nature of the Church (1113-1116)

A The Church and the sacramental economy of salvation (849)

a Jesus Christ is the living, ever-present sacrament of God (1088-1090)

b The Church as universal sacrament of Jesus Christ (774-776)

i The Church is the sacrament of salvation, the sign and the instrument of the communion of God and all (780)

ii The Church has a sacramental view of all reality (739)

iii The Church is the sacrament of the Trinity's communion with us (774)

3.2.3. Signs and symbols (1145-1152)

A Signs of the covenant (1150)

B Signs taken up by Christ (1151)

C Sacramental signs (1152)

D Words, actions, singing, music and images (1153-1162)

3.3.1. Sacraments of Christian Initiation (1212-1419)

A Foundations of the Christian life

a Means of grace

b Share in Divine life

c Ordered to the perfect of charity

3.3.2. Baptism (1213-1274)

A Definition: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (1279-1280)

D Essential elements (1239-1240)

a immersion or the triple pouring of water on the head (694, 1214, 1217, 1240) and saying the words of the formula (1240)

b Other elements: (1237-1245)

3.3.3. Confirmation (1286-1314)

A Definition: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated

C Celebration.

a Rite of Confirmation (1298-1300)

b Rite of Christian Initiation of Adults (RCLA) (1232-1233, 1298)

c Eastern Catholic Churches confirm (chrismate)

at the time of Baptism and, in some cases, administer Eucharist as well (1290-1292)

D Essential elements of the sacrament (1300)

a Laying-on of hands and anointing with chrism; saying the words of the formula

b Other elements (e.g. taking the name of a Saint)

3.3.4. The Eucharist (1322-1405)

Definition: the sacrament which represents in the Mass the sacrificial Death of Christ and his Resurrection — making it possible for us to eat his Body and drink his Blood (1323)

B Understanding the sacrament

a Scriptural basis: The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at Passover, and Yabweh providing manna from heaven (Ex 12, 1333, 1544).

New Testament references: Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff. (1337-1344)

b Historical development (1324-1332, 1345)

c Theology

d Signs (1333-1336)

e Institution (1337-1340)

f 'In memory' (1341-1343)

g Thanksgiving and praise (1359-1361)

h Sacrificial memorial (1362-1372)

i Ecclesia de Eucharistia

C Celebration (1345-1355)

a Parts of the Mass (1348-1355)

b Roles of priests and deacons (1566, 1570)

c Roles of faith community (1140, 1348)

D Essential elements

a Bread (unleavened in Latin Church, leavened in Eastern Churches) and wine from grapes (1412; CIC, cc. 924 §§1-3, 926, 927).

Pupils will learn about:

Celebration: (5-7)

- Signs and symbols used by the Church (5-7)
- The main rites and symbols of Baptism and Confirmation (5-7)

Celebration: (7-11)

- Elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise) (7-11)
- Signs and symbols and their significance in liturgy (7-11)

<ul style="list-style-type: none"> • The main aspects of the Eucharistic liturgy? • Celebration and prayers used at the Eucharist (5-7) • Celebrations of the Jewish faith and other religions (5-7) 	<ul style="list-style-type: none"> • Sunday as a significant day in the life of the local Church (7-11) • The rites of Baptism and Confirmation and the response they invite (7-11) • The structure of the Eucharist (7-11) <p>Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers (7-11)</p>
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OUTCOMES - Linked to Levels of Attainment

This framework has been written to model linear teaching of AT 1 (ii). It also includes opportunities for assessment of AT 2 (ii).
Remember: completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.

- Outcomes
- ddd. Recognise, describe and give reasons for some religious signs, symbols, words and phrases related to the Sacraments of Initiation (AT 1 (ii) Level 3)
 - eee. Use religious terms to show an understanding of the sacraments of Initiation (AT 1 (ii) Level 4)
 - fff. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
 - ggg. Identify sources of religious belief and explain how distinctive religious beliefs arise (AT 1 (i) Level 5)

- Spiritual Outcomes:**
 It is hoped that pupils will develop:
- A sense of the importance of the sacramental life of the Church
 - A commitment to celebrating their faith
 - An openness to the presence of God in the Sacraments
 - Reflectiveness in prayer

Other Curriculum Links:
English: Reading for information

The Arts: Role play of periods in history

Humanities: History

PSHE/SMSC: Big Questions: How do I belong? Am I acceptable? I am included?

IT: Research

Key Terminology: sacrament, initiation, ritual, words, actions and symbols, presbyter (one who presides at liturgy), consecration, transubstantiation

EYFS Autumn 1 2023 Beginnings

Content Areas from the Religious Education Curriculum Directory

Pupils will have opportunities to:

Revelation:

- Come to know that God loves each one always and at all times.
- Come to know Jesus is God the Father's Son.
- Experience and become familiar with the sign of the cross.

Church:

- Know that they are special within their family and the community.
- Experience that a Church is a special place where God's people gather to pray.

Celebration:

- Come to appreciate their friendship with Jesus through Baptism.
- Come to know that Sunday is a special day for the Church family who come together to celebrate.
- Experience and recognise prayer is talking and listening to God.

Life in Christ:

- Respect each other; respect adults.
- Form and experience good relationships with peers and with adults in the school community.
- Consider ways in which a Christian family and parish share and celebrate life, and show care for one another.

Key Teachings from the Catholic Tradition from the RECD

Revelation:

Through grace, God is revealed to human beings as love, both given and received. The Scriptures reveal the unfolding history of the covenant relationship and the variety of human response. The God whom pupils come to know is One. As Father, God is the source of all life and reaches out to us in blessing. As Son, God is the Word through whom all things are made and through whom all of us are invited into a full communion of life. As Spirit, God leads the world, the Church and humanity into truth. Faith in the Trinity reveals to our pupils a communion in love and truth as the pattern for life; the highest aim and goal of human life.

The Church:

The Church is defined as the universal family of God understanding her link with the Jewish people, the first to hear the Word of God. Its structure is togetherness with Christ as Head in union with the Holy Spirit. The Church is the people of God working to praise God by sharing Christ's mission in the world.

Celebration:

Within this Area of Study pupils are guided through a continually enriching celebration of the mystery of God in liturgy and prayer and come to understand the sacraments as privileged encounters with Jesus Christ. Pupils will experience Prayer as a living relationship with God, in and through Jesus Christ.

Life in Christ:

All teaching and learning is focused on the uniqueness of each person made in God's image and likeness. God has placed a desire for happiness in every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing good and rejecting all that is evil. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. Love of neighbour, together with the Christian values, which promote respect for authority and citizenship, are laid in family life, and go on to nurture the variety of relationships into which we grow. Love of neighbour is expressed in respect for life at all stages.

Pupil Context

This unit is written to be the first that children will engage in, in their first year of formal Catholic Education. This is a time of transition for young people as they move from their pre-school years into formal schooling. Along with the practical adjustments to life at school, young children now begin to see themselves differently, to see themselves as a part of a new and increasing social network. For children in the Catholic School this network includes the wider Church. For some children association with the Church through the school will confirm their self-understanding. What they see and do at school will draw on the language and experiences they bring from home. For others, however, it will provide new opportunities; the learning of a new language, new ideas and new relationships to explore and wonder about. This is a time of transition – this first theme explores beginnings: who I am, who my family are and who the wider community of Church

and school are.

Autumn 2 2023 From Advent to Christmas

AGE GROUP STATEMENTS FROM THE RECD	
<p>Pupils will learn about:</p> <p>The Church (5-7)</p> <ul style="list-style-type: none"> • Relationships they have in the family, at school, in the parish, neighbourhood, world • Ways of belonging to the community • The ‘Church’ as the People of God made one by Jesus, a community which shares love and life • Opportunities today to live and share life following the example of Jesus <p>The Church (7-11)</p> <ul style="list-style-type: none"> • The life of the Church in other parts of the world (e.g. customs and traditions, universal saints) • Respect for community values and life of other cultures and other religious communities 	<p>Celebration: (5-7)</p> <ul style="list-style-type: none"> • Prayers from Scripture and tradition <p>Celebration: (7-11)</p> <ul style="list-style-type: none"> • A variety of prayers and prayer forms, formal and informal used for personal and community prayer

**OUTCOMES - Linked to
Levels of Attainment**

This framework has been written to model linear teaching of AT 1 (ii). Remember: *Completion of a 'levelled' activity does not automatically constitute achievement of that level and that both ongoing and summative assessment should be used to judge the levels at which pupils are working.*

Outcomes: (ATTAINMENT LEVELS)

- o. Recognise and describe or give reasons for the practice of Lectio Divina (AT 1 (ii) Levels 1-3)
- p. Use religious terms to show an understanding of Lectio Divina (AT 1 (ii) Level 4)
- q. Describe and explain the meaning and purpose of a variety of forms of worship (AT (ii) Level 5)
- r. Describe some ways in which religion is lived out by believers (AT 1 (iii) Level 2)

- s. Give reasons for certain actions by believers (AT 1 (iii) Level 3)
- t. Recognise, describe or give reasons for the customs of Christmas (AT 1 (ii) Levels 1-3)

- u. Pray

NEW AGE RELATED STANDARDS – FOR TRIAL

- u. Talk about and record, describe or explain (give reasons) for the practice of Lectio Divina (Year 1, 2, 3)
- v. Explain Lectio Divina making links between what we believe and how we pray. (Year 4)
- w. Explain the whole of Lectio Divina making links between belief and prayer. (Year 5)
- x. Explain Lectio Divina and another form of prayer or worship, finding links between them. Include aspects of their historical development. (Year 6)
- y. Talk about and record, describe or explain some ways in which faith is lived out by believers (Year 1, 2, 3)

- z. Talk about and record, describe or give reasons for the customs and traditions of Christmas (Year 1, 2, 3)
- aa. Give reasons for the customs and traditions of Christmas making links between what we believe and how we pray. (Year 4)
- bb. Give reasons for the customs and traditions of Christmas finding links between belief and worship/life (Year 5)
- cc. Describe the historical circumstances associated with development of Christmas customs and traditions. (Year 6)

- dd. P
- r
- a
- y

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the importance of the sacramental life of the Church
- An openness to the presence of God in the Sacraments
- A commitment to celebrating their faith
- Reflectiveness in prayer
-

Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)

Revelation

1.5.3. The Mystery of the Incarnation (461-463)

A The Word became flesh (the Incarnation) (525-528, 456-

478) B Jesus Christ is fully God and fully man (464-469)

a Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (469)

b Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and loved with a human heart. He was like us in all things except sin (470). Man's creator has become man (526)

The Church

2.2.1. Unity and Diversity (813-814)

The Church A is one (813-822)

a Unity is in Jesus Christ through the Holy Spirit; it is visible unity in the world

b The Church is united in charity, in the profession of one faith, in the common celebration of worship and sacraments, and in Apostolic Succession (815)

B Unity in diversity

a Multiplicity of peoples, cultures, and liturgical traditions (814, 1202)

b Communion of twenty-one Eastern Catholic Churches and one Western Church, all in union with the

Pope F Ecumenism

a Jesus' prayer for unity of his disciples (Jn 17:11;

820) b Vatican II documents

c Ecumenical dialogues with Orthodox Churches and Protestant ecclesial and faith communities emphasized common baptism of all Christians and common service to love even to the point of joint-martyrdom

d The fullness of Christ's Church subsists in the Catholic Church (LG, no. 8)

G Interreligious Dialogue

a Judaism, which holds a unique place in relation to the Catholic

Church b Islam

Love, Listen and Learn

c Other religions

2.5.3. Proclamation, Dialogue and Ecumenism (839-856)

B Interreligious dialogue

a There are many forms of interreligious dialogue

i The dialogue of daily life in religiously pluralistic

societies/communities ii The dialogue of shared service to the needy

iii The dialogue of theologians and

scholars iv The dialogue of shared

spiritual experience

b Such dialogue requires mutual search for truth among those learned in their own religious traditions

c Requires respect and understanding of differences in culture as well as in belief

d Requires training in accurate knowledge of other religions

e Can and should involve working together in service to those in need

Celebration

3.5.2. A universal call (2566-2567)

A God calls every individual to a vital relationship with him experienced in prayer (2558)

B Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560) C Scripture is a source and guide for prayer (2567- 2589, 2653-2654)

a Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (2673-2679)

b Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about

prayer c Lectio divina is a way of praying on the Word of God

EYFS Autumn 2 2023 From Advent to Christmas

Topic Theme: From Advent to Christmas

This unit is intended as the second for the academic year 2017/2018 and the first of the Liturgical year, Year A. In keeping with the Liturgical year,

this framework teaches the seasons of Advent and Christmas, according to the Gospel of Matthew.

Content Areas from the Religious Education Curriculum Directory

Pupils will have the opportunity to:

Revelation:

Come to know Jesus is God the Father's Son
Hear the story of Christmas

Church:

Come to know that Mary is the Mother of Jesus

Celebration:

Experience praying with others as a celebration
Be able to join in simple prayers and hymns

Life in Christ:

Ways in which a Christian family and parish share and celebrate life, and show care for one another

Key Teachings from the Catholic Tradition from the RECD

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3,27-35)

C. Divine Revelation (50-53,68-69)

1.2.5. The Shape of the Bible (120-130)

D. The Gospels

1.5.1. Jesus Christ, Son of God (422-679)

A. Mystery of the Incarnation: Emmanuel (God-is-with-us) (Jn 3:16-17; 484)

1.5.2. The Promise of a Messiah and the promise of redemption fulfilled in Jesus (422-451)

G. The Gospels recognise Jesus as the fulfillment of the promise

1.5.3. The Mystery of the Incarnation (461-463)

A. The Word became flesh (the Incarnation) (525-528, 456-478)

B. Jesus Christ is fully God and fully man (464-469)

3.5.1. What is prayer? (2559-2565)

A. The Church at prayer

3.5.2. A universal call (2566-2567)

A. God calls every individual to a vital relationship with him experienced in prayer (2558)

B. Developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no. 80; NDC, §19B; 2560)

D. Expressions of prayer can be vocal, meditative, or contemplative (2700-2724)

E. The forms of prayer are blessing, adoration, petition, intercession, thanksgiving, and praise (2626-2649)

F. Prayer requires effort and commitment (2729-2745)

3.2.4. Liturgical year (1163-1171)

- A. *Seasons (1163-1165)*
- B. *The Sabbath and the Lord's Day (1166-1167)*
- C. *The liturgical year (1168-1171)*
- D. *The sanctoral (1172-1173)*
- E. *The Liturgy of the Hours (1174-1178)*

Background Notes for Teachers

Two stories of the Birth of Jesus. Why?

During Vatican II Pope Paul VI asked his Biblical Commission to explain why there are differences in the Gospel accounts of the life of Jesus. They wrote their answer as a document called 'The Instruction Concerning the Historical Truth of the Gospels'.

In this document the commission tells us that 'each evangelist chose a method suited to their purpose; they reduced or adapted material, re-ordered and explained others, all determined by what would be useful to their audience.' People studying the Bible were told to 'seek out what each evangelist meant in recounting events or sayings in a particular way or in placing things within a specific context.' Importantly though, the document reminds us that 'the truth of the story is not affected at all by the fact that the Evangelists relate the words and deeds of the Lord in a different order and express his sayings not literally but differently, while preserving its sense' (HTG IX).

There are some important differences to note in Matthew's account of the birth of Jesus.

11. Matthew has the family already in Bethlehem living in a house – there is no journey from Nazareth.
12. The angel ALWAYS speaks to Joseph – Mary does not speak at all, neither does she visit Elizabeth.
13. Matthew quotes a lot from the First (Old) Testament. We think he does this because his community are Jewish and he wants to show them how Jesus is the Messiah they have been waiting for.
14. Matthew has no shepherds – instead wise men (Maji) visit the baby.
15. The family flee to Egypt to keep Jesus safe from King Herod – something Luke does not have at all.

We need to remember that although Luke and Matthew record the birth of Jesus very differently, the truth they are trying to convey is the same: Jesus was the messiah, God in human form. Christians call belief that God took on human form to live among us, the Incarnation.

