

	Understand	Discern	Respond
	The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:		
Driver words and phrases	- Recognise... texts, beliefs, rites, ways of life. - Name... - Remember... - Recall... - Retell... - Describe... - Make links... - Explain... - Show understanding... - Interpret within a historical context...	- Play with possibilities, asking 'what if?' questions. - Say what they wonder about. - Recognise similarities and differences. - Point out what is the same and what is different. - Express a point of view or a preference. - Listen to different viewpoints. - Support a preference with reasons. - Explain differences. - Construct arguments. - Weigh strengths and weaknesses. - Arrive at justified conclusions. - Recognise complexity with reference to different interpretations and historical context.	- Talk about their own feelings and experiences. - Respond personally to questions that are difficult to answer. - Make links between their own feelings and beliefs and their behaviour or way of life. - Compare their own and other peoples' responses. - Explain differences of belief and ways of life with reference to religious commitments. - Critically reflect on their own beliefs and ways of life in response to dialogue with others. - Respond with integrity to personal conclusions about questions of value and meaning.
Ages 5-7	- Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. - Correctly use religious words and phrases to recognise features of religious life and practice. - Recognise links and simple connections between sources, beliefs, worship and life.	- Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. - Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. - Express a point of view with a relevant reason. - Express a preference with a relevant reason - Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others.	- Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

2.2 The structural elements of the programme of study

	Understand 	Discern 	Respond 
Ages 7-9	- Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today. - Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings. - Make links between sources, beliefs, worship, and life, giving reasons for the links.	- Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. - Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) - Express a point of view with reasons that relate to sources/experiences. - Express a judgement with relevant reasons, having considered different preferences. - Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose.	- Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.
Ages 9-11	- Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. - Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. - Show understanding of sources, beliefs, worship, and life, by making relevant links between them.	- Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. - Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) - Appreciate differing points of view are not all equally valid. - Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. - Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features.	- Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

	Understand 	Discern 	Respond 
Ages 11-14	• Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture. • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others.	• Play with possibilities, asking 'what if?' questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people's responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker. • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. • Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning. • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions.	• Reflect on the meaning of what they have learned for their own lives. Begin to explore the experiences and feelings of others, understanding what matters to them and the impact this has on their ways of life. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

2.3.1 Hear**Expected outcomes**

Ages 5-7	
Revelation	
Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and Earth.	U1.1.2
Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.	U1.2.1
Identify some of the people that encounter Jesus and recognise that he is special.	U1.3.1
Sacred Scripture	
Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.	U1.2.2
Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.	U2.1.5
Know that psalms are a different literary form in scripture.	U2.1.2
Retell, in any form, some of the stories they have heard, recognising these are religious accounts.	U1.3.2
Begin to recognise 'parables' as a literary form in scripture with reference to how Jesus uses them to teach people about God.	U2.3.2
Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.	U2.5.2
Recognise that St Paul wrote letters.	U2.5.4
Creation and Fall	
Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form.	U1.1.1
Covenant	
Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow.	U2.1.1
Prophecy	
Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.	U2.2.2
Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.	U2.2.4
The Good News of redemption	
Retell, in any form, one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke.	U1.3.2
Sequence St Luke's account of the infancy of Jesus and recognise the significance of an angelic presence.	U1.2.3
Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.	U2.2.1
Retell, in any form, the story of John the Baptist and the baptism of Jesus.	U2.3.1
Correctly sequence the narrative and the last week of Jesus' life from the Gospel of St Luke.	U1.4.3
Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).	U1.5.2
Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.	U2.5.1

2.3 Expected end of age-phase outcomes

Ages 7-9	
Revelation	
Recall that angels bring God's message in the gospels of St Matthew and St Luke.	U3.2.6
Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	U3.3.1
Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.	U4.1.4
Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the scripture studied.	U4.3.3
Sacred Scripture	
Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like.	U3.3.4
Retell one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God.	U3.3.5.
Make links between the scripture sources and what happens at Mass.	U3.5.1
Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).	U3.5.6
Make links between Exodus (12:1-8,15-20, 13:3), the account of the Last Supper in Luke (22:14-23), and what happens at Mass.	U3.6.3
Creation and Fall	
Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	U3.1.1
Describe how either a psalm or a prayer they have studied praises Creation.	U3.1.5
Covenant	
Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.	U4.1.1
Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.	U4.1.2
Prophecy	
Describe what a prophet is, drawing on Elijah and John the Baptist as examples.	U4.2.1
Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	U4.2.2
Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.	U4.2.3
The Good News of redemption	
Show a simple understanding of what the Kingdom of God is and is not.	U3.3.2
Retell in any form the story of the feeding of the five thousand.	U3.4.1
Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.	U3.4.2
Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.	U4.4.1
Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.	U4.4.3

Ages 9–11	
Revelation	
Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1–15); the Sinai covenant, and the Ten Commandments (Ex 19:3–8, 20:1–17)).	U5.1.1
Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.	U5.3.4
Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.	U6.5.3
Sacred Scripture	
Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.	U5.2.1
Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1–17; Lk 1:32–33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.	U5.2.2
Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and psalms.	U5.2.3
Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.	U5.6.1
Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.	U5.6.2
Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry.	U6.6.1
Show an understanding of a passage of Old Testament scripture that shows the importance of women in salvation history, recognising authorial intention and historical context.	U6.2.1
Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996).	U6.2.3
Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning.	U6.3.1
Show understanding of the scripture passages studied, identifying literary forms and authorial intention.	U6.5.1
Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.	U6.5.2
Creation and Fall	
Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing <i>Laudato Si'</i> 66–67. Make links with the term 'stewardship'.	U.6.1.2
Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1–5, 16–18) and the Nicene Creed.	U6.1.6
Covenant	
Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1–15); the Sinai covenant and the Ten Commandments (Ex 19:3–8, 20:1–17)).	U5.1.1
Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	U5.1.3
Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored, making links with John (1:1–5, 16–18) and the Nicene Creed.	U6.1.6

2.3 Expected end of age-phase outcomes

Ages 9-11	
Prophecy	
Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context: • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the stories of the women of the Old Testament. Contrast Luke 1:26-56 with the authorial focus in Matthew's account (Matthew 1:18-25).	U6.2.1 U6.2.2 U6.2.3
The Good News of redemption	
Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.	U5.2.2
Show an understanding of the account of Holy Week in the Gospel of John.	U6.4.1
Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.	U6.4.2
Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.	U6.4.3
Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.	U6.4.4
Ages 11-14	
Revelation	
Define what the Catholic Church means by 'revelation' and describe the different ways human beings can come to know God: through the natural light of human reason and through divine revelation (see CCC 31-50).	U7.1.1
Recognising that when human beings speak about God that 'words always fall short of the mystery of God' (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28).	U7.1.2
Describe the relationship between scripture, tradition, and the magisterium, with reference to <i>Dei Verbum</i> 9.	U.7.2.1
Sacred Scripture	
Explain the difference between the literal and 'literalist' sense of scripture (see <i>The Interpretation of the Bible in the Church</i> , p. 82), by describing the literary form and the two different authorial voices in the first two chapters of Genesis.	U7.1.3
Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference, recognising that the books of the Bible are written by different human authors, and identifying different literary forms.	U7.2.2
Identify the original languages of the Bible, recognising that the Bible is read in translation and that there are many different English translations, and understand the difference a translation can make to how a passage is understood.	U7.2.3
Explain what is meant by the canon of scripture, identifying the names and order of the books within it.	U7.2.4
Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation, recognising that many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently.	U7.2.5
Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & <i>Dei Verbum</i> 11), describing the relationship between God's authorship of scripture and its human authors.	U7.2.6
Identify what scholarship suggests are the main theological emphases of St Luke's Gospel, describing those passages that show the significance of the Holy Spirit at key moments in Luke-Acts.	U7.5.1

Ages 11–14	
Describe what is meant by the moral sense of scripture.	U8.3.4
Define the meaning of 'typology' in the context of the allegorical sense of scripture, showing some understanding of what is meant by describing Adam as a 'type' of Christ, and Eve as a 'type' of Mary, with reference to the text of Gen 1–3 (particularly the Protoevangelium (3:15)).	U9.2.1
Creation and Fall	
Describe what is meant by calling the Genesis Creation accounts 'symbolic stories' by making relevant connections between the first two chapters of Genesis and Catholic beliefs about God, human beings, and Creation.	U7.1.4
Explain why Catholic teaching rejects both scientism and fundamentalist interpretations of Genesis ('creationism') in its teaching about the beginnings of the Universe and the origin of human beings.	U7.1.5
Describe the difference between original sin and personal sin, making relevant links with the account of the Fall in Genesis 3, offering interpretations of its figurative elements.	U8.1.1
Explain why the belief that human beings are created in the image and likeness of God implies that they have freedom and responsibility, making links between the Creation accounts (Genesis 1–2) and the Fall (Genesis 3).	U8.1.2
Describe the passages in Genesis 1 and 2 about the creation of human beings (focusing on 1:26–28, 2:7, 2:21–24), explaining some of the differences between the two accounts of the creation of human beings in Genesis 1 and 2, with reference to the distinctive authorial voices.	U9.1.1
Covenant	
Describe what is meant by 'covenant', with reference to the Sinai covenant and explain why binding commitments are a necessary part of covenants (see Dt 30:15, 19; CCC 1696; Jn 14:15), making links between the decalogue and the greatest commandment.	U8.1.3
Describe some of the ways the Old Testament contemplates the meaning of suffering and evil, including the belief that the disobedience of our first parents resulted in the tragic consequences of evil (physical and moral), suffering, and death (CCC 400–2).	U8.4.3
Describe the story of one holy woman of the Old Testament making links with recurring themes in these stories, e.g.: i) God's choice of the humble, weak; ii) humility, exaltation of God; iii) faith, constancy; iv) gratitude, praise; v) salvation, remarkable reversal.	U9.2.3
Prophecy	
Describe the pattern of prophetic texts in the Bible, with reference to one biblical prophet (e.g., Isaiah 6:1–13, Ez 2:1–3:15 or Jer 1:1–10) and explain what is meant by describing a prophetic text as messianic, with reference to one prophetic text (e.g., Isaiah 11:1–10).	U8.2.1
Describe common prophetic themes with reference to the life and work of one biblical prophet, e.g. call to repentance (Am 5:14–15); critique of the rich and the call to care for the poor (Am 6:1–7, 7:4–8); criticism of external religion (Am 5:21–27); warning and promise (Am 6:16–17, 9:11–15); use of parables and images (Am 7:7–9); a remnant preserved (Am 5:14–15, 9:8–15); God as judge of all nations (Am 1–2).	U8.2.2
Describe the ways in which the ministry of John the Baptist mirrors the pattern of call, message, and fulfilment, with reference to Lk 1:5–25, 67–80; 3:1–22, recognising that there is a cycle of prophecy pointing to Christ that begins with Elijah and is concluded in John the Baptist (see CCC 717–719).	U8.2.3
The Good News of redemption	
Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.	U7.3.4
Recognise that Christ and his saving action are foreshadowed in the Old Testament, by making relevant connections between the Jewish Passover (Ex 12:1–14) and the Last Supper (Lk 22:14–20), with reference to CCC 1340.	U7.4.4
Describe Luke's account of Pentecost (Acts 2:1–12), explaining what the Church means when she teaches that the 'mission of Christ and the Holy Spirit is brought to completion in the Church'. (See CCC 737.)	U7.5.4
Describe one example from the gospels of Jesus' encounters with those on the margins (sinners; the ritually unclean; gentiles; women; the neglected; and the sick), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience.	U8.3.1

2.3 Expected end of age-phase outcomes

Ages 11-14	
Show understanding of at least one parable relating to: (i) Kingdom growth (e.g., Mk 4:1-9); (ii) mercy (e.g., Lk 15:11-32); (iii) eschatology (e.g., Matt 25:31-46), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience.	U8.3.2
Show understanding of at least one miracle, explaining how it shows either Jesus' power: (i) over evil (e.g., Mk 5:1-20); or (ii) over sickness (e.g., Mk 2:1-12); or (iii) over death (e.g., Mk 5:21-24, 35-43); or (iv) over nature (e.g., Mk 4:35-41).	U8.3.3
Make relevant connections between the parables and miracles of Jesus, Catholic beliefs about the Kingdom, and the belief the Church is both 'the Kingdom of Christ now present in mystery' (LG 3) and the 'seed and beginning of this kingdom' (CCC 567, 669).	U8.3.5
Describe the suffering of Jesus in Mk 14:32-15:39, making links with the Servant in the Fourth Servant Song Is 52:13-53:12.	U8.4.1
Describe one of the accounts of the Resurrection, explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience.	U8.5.1
Describe what scholars suggest is the historical context and intended audience of Mark's Gospel and the significance of this for the evangelist's reflection on the nature of discipleship.	U9.3.1
Describe the literal sense of key passages from the Gospel of Mark that show the nature of discipleship, focusing especially on the apparent failure of the disciples, making links with what scholarship suggests was the evangelist's historical context and audience.	U9.3.2
Describe some of the key features of Herod's Temple at the time of Jesus, recognising its role as a place of sacrifice, making links with the sealing of covenants by blood (Ex 24:8).	U9.4.1
Describe the role of High Priest and the main features of the Day of Atonement rite in ancient Judaism, making links with how the author of Hebrews represents Christ's sacrifice as superseding the Atonement rite in the Temple (Heb 9).	U9.4.2
Show an understanding of 1 Cor 12:27-31, recognising what scholarship indicates were the characteristics of the Church in First Century Corinth, with reference to, for example, foundation, congregation, disputes, gifts, and Paul's complaints and exhortations.	U9.5.1

2.3.2 Believe**Expected outcomes**

Ages 5–7	
Jesus Christ	
Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.	U1.2.1
Recognise that angels bring God's message and are a sign the Jesus is the Son of God.	U1.2.6 & U1.4.4
Recognise that the Church teaches that Jesus suffered, died, and rose again.	U1.4.5
Begin to recognise that the miracles of Jesus are signs that he is the Son of God.	U2.3.4
The Holy Spirit	
Know about the events at Pentecost.	U2.5.1
Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22) and name the fruits of the Holy Spirit.	U2.5.4 & U2.5.6
The Holy Catholic Church	
Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16–19).	U1.5.3
The Blessed Virgin Mary and the saints	
Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.	U1.2.4
Recognise that the Church teaches Mary is the Mother of God who prays for them and with them.	U.2.2.5
Retell the story of the Conversion of Saul.	U2.5.3
Make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.	U2.5.6
Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.	U3.5.4
Salvation and eternal life	
Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.	U2.4.1
Ages 7–9	
The triune God	
Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity.	U3.5.2
Make relevant links between the belief that Jesus is the Messiah and the Nicene Creed (specifically Articles 2–4) and suggest why Catholics say this prayer.	U4.3.5
Jesus Christ	
Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.	U3.3.1
Show a simple understanding of a miracle of Jesus (either Matt 8:5–13 or Matt 9:1–8) showing that it is a sign of the kingdom and the compassion of Jesus.	U.3.3.3
Describe how Jesus showed his love at the Last Supper.	U3.4.3
Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the scripture studied.	U4.3.1

2.3 Expected end of age-phase outcomes

Ages 7-9	
Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.	U4.3.2
Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).	U4.5.1
Describe some ways in which the Church today (locally or globally) continues the work of Jesus.	U4.5.6
The Holy Spirit	
Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity.	U3.5.2
Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit.	U3.5.3
The Holy Catholic Church	
Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.	U3.2.1
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of Pope as Peter's successor.	U4.5.2
Explain the term 'apostle' and explain why the Church is 'apostolic'.	U4.5.3
The Blessed Virgin Mary and the saints	
Recognise how Joseph puts his trust in God when the angel appears.	U3.2.4
Retell the story of St Peter during Holy Week.	U4.4.4
Explain how the one, holy, catholic, and apostolic Church is structured.	U4.5.5
Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.	U4.5.7
Describe some facts about the life of St Paul and explain why he is an important figure for Christians.	U4.6.1
Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.	U5.5.4
Salvation and eternal life	
Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.	U4.4.2
Describe how the groups that make up the Church are organised and recognise that the Church includes all those who have died as well as people who are living in a communion of saints.	U4.5.5
Ages 9-11	
The triune God	
Describe the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.	U6.5.3
Jesus Christ	
Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.	U5.3.4
Use specialist religious vocabulary to make links between one of the 'I am' statements in St John's Gospel and Christian beliefs about Jesus.	U6.3.3
Show an understanding of the account of Holy Week in the Gospel of John.	U6.4.1
Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.	U6.4.2
Make links between the account of Jesus washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.	U6.4.3
Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.	U6.4.4
Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.	U6.5.4

Ages 9–11	
The Holy Spirit	
Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.	U5.5.1
Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.	U5.4.3
Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.	U5.4.5
The Holy Catholic Church	
Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.	U6.3.5
Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.	U6.3.6
The Blessed Virgin Mary and the saints	
Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26–56 and the accounts of the women of the Old Testament. Contrast Lk 1:26–it with the authorial focus in Matthew's account (Matt 1:18–25).	U6.2.3
Use theological language to describe and explain the belief that Mary became the 'Mother of God'.	U6.2.4
Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs now and in the past and make links with the life of a saint.	U6.5.5
Salvation and eternal life	
Simply describe Catholic beliefs in the last things: death, judgement, heaven, and hell.	U5.4.5
Recognise that the words of St Paul (1 Cor 15:1–8, 20–25, 54–57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.	U5.4.7

Ages 11–14	
The triune God	
Recognising that when human beings speak about God that 'words always fall short of the mystery of God' (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28).	U7.1.2
Describe what the Church understands by the doctrine of the Trinity: one God in three Divine Persons, explaining the connection between the doctrines of the Trinity and the incarnation.	U7.3.5
Explain why the Church teaches that the Holy Spirit is God, the third person of the Holy Trinity, making links with Article 8 of the Nicene Creed and Gal 4:6.	U7.5.2
Jesus Christ	
Describe Catholic beliefs about Jesus and the incarnation, explaining the Church teaching about why 'the Word became flesh', making links with Articles 2–4 of the Nicene Creed.	U7.3.1
Explain what is meant by describing Jesus as 'true God and true man' and why the Church rejected Arius's account of the Son's relationship to the Father.	U7.3.2
Explain why the Church describes Jesus as Christ (see CCC 436–440, YC 73), Lord (see CCC 446–451, YC 75), and Only Begotten Son of God (see CCC 441–45, YC 74).	U7.3.3
Describe those passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament.	U7.3.4
Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person.	U7.3.7

2.3 Expected end of age-phase outcomes

Ages 11–14	
The Holy Spirit	
Explain what is meant when the Church teaches that the Holy Spirit was 'at work with the Father and the Son from the beginning' (CCC 686), inspiring the authors of both the old and new testaments, making links with Article 8 of the Nicene Creed.	U7.5.2
Explain why the Church teaches that the Holy Spirit is God, the third person of the Holy Trinity, making links with Article 8 of the Nicene Creed and Gal 4:6.	U7.5.3
Describe Luke's account of Pentecost (Acts 2:1–12), explaining what the Church means when she teaches that the 'mission of Christ and the Holy Spirit is brought to completion in the Church' (see CCC 737).	U7.5.4
The Holy Catholic Church	
Explain why the Church is referred to as: the People of God (see CCC 781–786); the Body of Christ (see CCC 787–796); the Temple of the Holy Spirit (see CCC 797–799), making links with the doctrine of the Trinity.	U7.5.5
Describe the ways in which lay people are called, through their baptism, to be witnesses to Christ in the world, by participating in the threefold office of Christ as priest, prophet, and king (CCC 942).	U8.2.4
Describe what is meant by 'vocation', with reference to the prayer of St John Henry Newman ¹³⁵ and make links with what the gospels teach about the nature of discipleship.	U9.3.3
Explain the importance of the evangelical counsels for the vocation to religious life, making links with the story of the rich young man in Mark's Gospel.	U9.3.4
Explain what is meant by the Catholic teaching that the Church is the communion of saints, describing the three states of the Church, making links with Paul's first letter to the Church in Corinth.	U9.5.2
Describe the structure of the 'Church on Earth', explaining why the Church teaches that the visible Church is 'the universal Sacrament of Salvation'.	U9.5.3
Explain what is meant by 'the Church in heaven', making links with the Church teaching about the intercession of the saints.	U9.5.4
Explain what is meant by 'the Church being purified', describing Catholic teaching about purgatory and prayers for the dead.	U9.5.5
The Blessed Virgin Mary and the saints	
Describe what the Church teaches about Mary and her importance, making links with the Church's teachings about Christ as the incarnate Son of God, with reference to the four Marian dogmas.	U9.2.2
Make links between how the holy women of the Old Testament 'kept alive the hope of Israel's salvation' (CCC 664) and Mary's role in salvation.	U9.2.5
Explain why the Church teaches that Mary's prophecy ('All generations will call me blessed' (Lk 1:48, CCC 971)) is fulfilled through one of the following: Marian feasts, Marian prayers, or Marian titles.	U9.2.6
Salvation and eternal life	
With reference to St Paul's teaching about the resurrection of the dead in 1 Cor 15:1–58, explain why the resurrection is the central and crowning truth of the Christian faith.	U8.5.2
Explain why the empty tomb is an important part of resurrection belief for Catholics, making links with the Resurrection accounts that show the reality of Jesus' physical resurrection.	U8.5.3
Describe Catholic beliefs about the Resurrection of Jesus, making links to Catholic beliefs about what happens to a person after they die, including reference to the four last things.	U8.5.4
Explain why the Church teaches that the Old Covenant is superseded by a New and Everlasting Covenant in the blood of Christ, making links to the Agnus Dei and Ecce Agnus Dei prayers during Mass.	U9.4.3
Describe what the Church means when it teaches that the New Covenant ushers in a new priesthood with Christ as High Priest, and a new way of worship 'in spirit and truth', making links with the belief that Christ's body is the true temple (see Jn 2:13–25).	U9.4.4

2.3.3 Celebrate

Expected outcomes

Please note, that the teaching of the Sacrament of Reconciliation and the Sacrament of the Eucharist in primary school should be scheduled in any curriculum to best support the ways in which preparation for first sacraments happens in schools, according to the directives of the diocesan bishop.

Ages 5–7	
Prayer	
Recognise that prayer is a way of drawing closer to God, become familiar with the sign of the cross and Our Father.	U1.1.6
Match the first words of the Hail Mary with the words of the Angel Gabriel.	U1.2.5
Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.	U2.3.5
Recognise that Christians believe the Holy Spirit opens their heart to God and helps them to pray and develop habits of good behaviour towards themselves and other people.	U2.5.5
Liturgy and sacrament	
Know that psalms are prayed/sung to praise God.	U2.1.2
Sacraments of initiation	
Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.	U2.1.4
Sacraments of healing	
Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.	U2.4.3
Other liturgies and sacramentals	
Make simple connections between Jesus' time in the desert (Lk 4:1–13) and Christians praying and fasting for 40 days in Lent.	U1.4.1
Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.	U1.4.6
Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.	U1.5.4
Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.	U2.4.4
Ages 7–9	
Prayer	
Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.	U3.3.6
Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.	U3.5.3
Make links between prayers that show trust in God and the virtues of faith, hope, and love.	U4.1.6
Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.	U4.5.4
Liturgy and sacrament	
Give a simple description of how Catholics celebrate the Mass.	U3.2.2
Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.	U3.2.3
Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.	U3.4.6
Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.	U3.4.7
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5

2.3 Expected end of age-phase outcomes

Ages 7–9	
Sacraments of initiation	
Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist (First Holy Communion).	U3.4.3
Eucharist	
Make links between the story of the Last Supper and the Mass, giving reasons for these links.	U3.4.4
Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74).	U3.4.5
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Sacraments of healing	
Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today.	U4.3.4
Other liturgies and sacramentals	
Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.	U4.2.4
Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.	U4.2.5
Ages 9–11	
Prayer	
Recognise that David is a model of prayer, referencing one of the psalms.	U5.2.5
Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.	U5.3.5
Know that the Rosary is a prayerful reflection on the life of Christ.	U5.4.7
Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.	U6.2.5
Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.	U6.4.6
Liturgy and sacrament	
Use specialist theological vocabulary to make links between each of the miraculous signs in St John's Gospel and Christian beliefs about Jesus, including some of the sacraments.	U6.3.2
Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.	U6.3.4
Sacraments of initiation	
Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of Confirmation.	U5.5.2
Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.	U5.5.5
Explain some Christian beliefs about the Sacrament of Baptism.	U6.1.4
Eucharist	
Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.	U6.4.4 U6.3.5 U6.3.6
Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.	
Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.	

Ages 9–11	
Sacraments of healing	
Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.	U6.4.4
Use specialist theological vocabulary to make links between each of the miraculous signs in St John's Gospel and Christian beliefs about Jesus, including some of the sacraments.	U6.3.2
Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.	U6.3.4
Other liturgies and sacramentals	
Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.	U5.4.1
Ages 11–14	
Prayer	
Describe what the Church means by 'prayer' and explain why prayer is a feature of many different religions.	U7.1.6
Describe one of the ways in which scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word.	U7.2.7
Describe the Magnificat, making relevant connections between at least one holy woman in the Old Testament and Mary, with reference to these recurring themes in these stories, e.g.: i) God's choice of the humble, weak; ii) humility, exaltation of God; iii) faith, constancy; iv) gratitude, praise; v) salvation, remarkable reversal.	U9.2.4
Liturgy and sacrament	
Describe the meaning of the phrase 'lex orandi, lex credendi' and give examples to show that Christian prayer is always Trinitarian in character.	U7.3.6
Define a 'sacrament', identifying the seven sacraments, and explain what the Church means when it teaches that the sacraments make present the Paschal mystery of Christ's saving death and resurrection.	U7.4.1
Describe how the Church enters into the Paschal mystery of Christ's death and resurrection, by explaining the meaning of one symbol used in the Triduum liturgies that link to Catholic beliefs about the mystery of Christ's passion, death, and resurrection (e.g., Procession to the altar of repose, the veneration of the cross, the Easter fire).	U8.4.5
Describe how angels and saints belong in the liturgy and other popular devotions connected to the saints and angels, making links with the belief that the Church on Earth is united to both the Church in heaven and the Church being purified.	U9.5.6
Sacraments of initiation	
Describe the rite of Baptism (one of the three sacraments of initiation), explaining its origins, meaning, and effects, making relevant connections between the Sacrament of Baptism and the Fall (Genesis 3).	U8.1.5
Describe the ways in which lay people are called, through their baptism, to be witnesses to Christ in the world, by participating in the threefold office of Christ as priest, prophet, and king (CCC 942).	U8.2.4
Explain why the Church teaches that baptism is necessary for salvation and describe what is meant by the 'baptism of desire', making links with the use of holy water during the reception of a body into Church.	U7.5.6
Describe the rite of Confirmation (one of the three sacraments of initiation), explaining its origins, meaning, and effects, making relevant connections between the Sacrament of Confirmation, Pentecost (Acts 2:1–12), and the symbols of the Holy Spirit.	U8.5.6
Eucharist	
Describe one of the ways in which scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word.	U7.2.7
Identify the Sacrament of the Eucharist as one of the sacraments of initiation and explain why the Church describes it as the 'source and summit' of the Christian life.	U7.4.2

2.3 Expected end of age-phase outcomes

Ages 11-14	
Describe the ways in which the Church teaches Jesus is present in the celebration of the Eucharist and why his presence in the Blessed Sacrament is described as 'real presence', explaining why it is therefore referred to as the 'Sacrifice of the Mass'.	U7.4.3
Describe the structure of the Mass, focusing particularly on the Liturgy of Eucharist as the second of the two great parts of the Mass (see CCC 1346), making relevant links to St Justin Martyr's letter to Antoninus Pius, AD 155 (see CCC 1345).	U7.4.5
Describe the essential signs and effects of the sacrament, explaining why the sacrament is called 'Eucharist' and the meaning of the other names by which it is known: 'the Breaking of Bread', 'the Lord's Supper', 'Holy Communion', 'Mass'.	U7.4.6
Explain why the Church teaches that the Old Covenant is superseded by a New and Everlasting Covenant in the blood of Christ, making links to the Agnus Dei and Ecce Agnus Dei prayer during Mass.	U9.4.3
Sacraments of healing	
Describe the rite of the Anointing of the Sick (one of two sacraments of healing), explaining its origins, meaning, and effects.	U8.3.6
Describe the rite of the Sacrament of Penance (one of two sacraments of healing), explaining its origins, meaning, and effects, and why it is of particular importance during the season of Lent, making links with the importance of both active (penance) and passive (offering up) mortification.	U8.4.7
Sacraments at the service of communion	
Describe what the Church teaches is the nature and purpose of marriage, explaining why it is one of the seven sacraments, making links with Genesis 1 and 2 and Jesus' teaching on marriage in Mk 10:1-12 or parallels.	U9.1.5
Describe the rite of the Sacrament of Matrimony, explaining its origins, meaning, and effects and why it is described as a 'sacrament at the service of communion'.	U9.1.6
Describe the rite, origins, and meaning of the Sacrament of Holy Orders, including the distinction between the three degrees of ordination, explaining why this sacrament, along with matrimony, is described as a sacrament at the service of communion.	U9.3.5
Other liturgies and sacramentals	
Describe one of the ways in which the Church reflects on the importance of the prophetic texts in the Liturgy of the Church and popular devotions during Advent.	U8.2.5
Describe the main elements of a Catholic funeral rite, making links with Catholic beliefs about the resurrection of the body and life everlasting.	U8.5.5
Explain why the Church teaches that Mary's prophecy ('All generations will call me blessed' (Lk 1:48, CCC 971)) is fulfilled through one of the following: Marian feasts, Marian prayers, or Marian titles.	U9.2.6
Describe how angels and saints belong in the Liturgy and other popular devotions connected to the saints and angels, making links with the belief that the Church on Earth is united to both the Church in heaven and the Church being purified.	U9.5.6

2.3.4 Live**Expected outcomes**

Ages 5–7	
Dignity of the human person	
Say what the story of the Good Samaritan teaches about how Christians should live.	U.2.6.1
Law, grace, and sin	
Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.	U.2.3.3
Catholic Social Teaching	
Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'.	U1.1.4 & U2.1.3
Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1–6) and the season of Lent.	U1.4.2
Faith and life	
Make simple connections between Jesus' announcement of his mission (Lk 4:16–19) and how Christians are called to tell people about God's love today.	U1.3.3
Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.	U.2.2.6
Recognise that Lent is a time for reconciliation and forgiveness.	U2.4.2
Ages 7–9	
Dignity of the human person	
Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean.	U3.1.2
Freedom, conscience, and virtue	
Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.	U4.1.5
Make links between 1 Cor 13:1–7, 13 and the theological virtues.	U4.6.2
Law, grace, and sin	
Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.	U4.4.5
Catholic Social Teaching	
Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.	U3.1.2
Describe stewardship by making simple links between Gen 1:26–31 and people's actions today.	U3.1.4
Faith and life	
Recognise that in <i>Laudato Si'</i> , Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. (See LS 66).	U3.1.6
Make connections with the life of the early Church and Catholics gathering for Mass today.	U3.5.5
Make links with the ancestry of Jesus and the Jesse tree.	U4.2.6
Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness, making links with the virtues of faith, hope, and love.	U4.3.6
Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).	U4.4.6
Describe some ways in which the Church today (locally or globally) continues the work of Jesus.	U4.5.6

2.3 Expected end of age-phase outcomes

Ages 9-11	
Freedom, conscience, and virtue	
Know that a virtue is a positive habit that helps people live a good life.	U5.1.6
Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.	U5.3.6
Use specialist vocabulary to describe the term 'conscience'.	U5.4.4
Law, grace, and sin	
Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel.	U5.1.2
Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.	U5.1.4
Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.	U5.1.5
Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.	U5.3.1
Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law as a parable and Jesus' summary of the law and lessons for Christian life today.	U5.3.2
Make simple links between the Beatitudes and the Ten Commandments.	U5.3.3
Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.	U5.4.3
Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.	U6.1.3
Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66.	U6.1.5
Catholic Social Teaching	
Make links with the term 'stewardship'.	U6.1.2
Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.	U6.2.5
Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.	U6.5.6
Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching.	U6.6.1
Faith and life	
Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.	U5.4.2
Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the Universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science.	U6.1.7
Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.	U6.2.6
Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs now and in the past and make links with the life of a saint.	U6.5.5
Describe some ways Christians work together with people of different worldviews to promote the common good.	U6.6.2

Ages 11–14	
Dignity of the human person	
Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person.	U7.3.7
Describe the passages in Gen 1 and 2 about the creation of human beings (focusing on 1:26–28, 2:7, 2:21–24), explaining some of the differences between the two accounts of the creation of human beings in Gen 1 and 2, with reference to the distinctive authorial voices.	U9.1.1
Explain why the Church teaches that every human being has an inalienable dignity, making links with the accounts of the creation of human beings in Gen 1 and 2.	U9.1.2
Explain why the Church teaches that man and woman have an equal personal dignity, making links with the accounts of the creation of human beings in Gen 1 and 2.	U9.1.3
Make relevant links between the Church's teaching that believers are all one in Christ, and that his sacrifice overcomes sin-related divisions, and Mt 27:51 and Gal 3:28.	U9.4.5
Freedom, conscience, and virtue	
Describe what is meant by 'conscience' and explain why the Church teaches that the certain judgement of conscience must always be followed and that human beings have a duty to inform their conscience.	U8.1.4
Describe how the mystery of <i>imago Dei</i> reveals certain truths about human beings (e.g. that they are, for example: persons, relational, rational, and free) and explain the moral implications of these truths (e.g. that every human life is sacred; that humans are stewards, not owners, of life; that moral life has a communal dimension; that human beings are able to discern the morality of human acts), making links with St Paul's teaching on the dignity of the human body in 1 Cor 6:12–20.	U9.1.4
Law, grace, and sin	
Describe the difference between original sin and personal sin, making relevant links with the account of the Fall in Gen 3, offering interpretations of its figurative elements.	U8.1.1
Explain why the belief that human beings are created in the image and likeness of God implies that they have freedom and responsibility, making links between the Creation accounts (Gen 1–2) and the Fall (Gen 3).	U8.1.2
Catholic Social Teaching	
Making relevant connections with Gen 1:1–2:25 and selected extracts from <i>Laudato Si'</i> , explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84).	U7.1.7
Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person.	U7.3.7
Describe what is meant by the moral sense of scripture, explaining how through the care he shows for the lost, the sick, and the outcast, Jesus also reveals something about who he is and God's special care for marginalised people, making links with the Catholic belief that the kingdom belongs especially to the poor and the lowly.	U8.3.4
Describe how and explain why Christians should practise the disciplines of fasting, almsgiving, and prayer, particularly during the season of Lent.	U8.4.6
Faith and life	
Explain why Catholic teaching rejects both scientism and creationism in its teaching about the beginnings of the Universe and the origin of human beings.	U7.1.5
Recognise human beings have always pondered the mystery of suffering and evil (see CCC 309 1500–02) and describe the distinction between physical suffering and moral suffering (e.g., worry, fear, loneliness).	U8.4.2
Describe some of the ways the Old Testament contemplates the meaning of suffering and evil, including the belief that the disobedience of our first parents resulted in the tragic consequences of evil (physical and moral), suffering, and death (CCC 400–2).	U8.4.3
Describe how the Church responds to the mystery of suffering and death with reference to the belief that when united with Jesus, a person's suffering can be offered for the sake of others (see Colossians 1:24, CCC 1521).	U8.4.4

2.3.5 Dialogue

Expected outcomes

Ages 5–7	
Know that Christian means follower of Jesus Christ.	U1.6.1
Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.	U1.6.2
Recognise simple connections between Jesus' life and message and how Christians live today.	U1.6.3
Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.	U1.6.4
Say what the story of the Good Samaritan teaches about how Christians should live.	U2.6.1
Describe an initiative Christians work on together locally and/or globally in the service of others.	U2.6.2
Ages 7–9	
Describe some facts about the life of St Paul and explain why he is an important figure for Christians.	U4.6.1
Make links between Cor 13:1–7, 13 and the theological virtues.	U4.6.2
Recount some facts about a different liturgical tradition within the Catholic Church.	U4.6.3
Recognise some reasons why different liturgical rites happen in different parts of the world.	U4.6.4
Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).	U4.6.5
Ages 9–11	
Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.	U5.6.1
Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.	U5.6.2
Know that the Bible is translated from different languages into many languages.	U5.6.3
Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching.	U6.6.1
Describe some ways Christians work together with people of different worldviews to promote the common good.	U6.6.2
Define the term 'worldviews' and its meaning, giving simple examples.	U6.6.3
Ages 11–14	
Recognise that many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently.	U7.2.6
Compare and contrast Catholic beliefs about the Eucharist with the beliefs of other Christian denominations about celebrations of the Lord's Supper.	U7.4.7
Describe and explain how Councils of the Church meet from time to time to address theological questions and that the first of these councils took place at the time of the apostles (The Council of Jerusalem. Acts 15, Galatians 2).	U7.6.1
Describe and explain that Councils make authoritative statements that clarify matters of faith and morals (dogma) across time and their legacy is recognised by the Church.	U7.6.2
Use accurate religious and philosophical vocabulary to show an understanding of how an inability to resolve differences has caused groups to break away from the Church in the past, giving reasons for the cause and effects of such disagreement.	U7.6.3
Define the term 'ecumenism' and describe ways in which Christians give witness to the ecumenical spirit (e.g., actions for social justice; prayer; dialogue; acknowledging the shared wisdom of Christian traditions; learning about and understanding the traditions of the Christian communities; living gospel values).	U7.6.4

Ages 11-14	
Use a range of contextually accurate religious vocabulary to show some understanding of the concentric circles model of dialogue found in Ecclesiam Suam (97-8, 106-109, 111-113).	U7.6.5
Use accurate vocabulary to describe some things about one Catholic Church other than the Latin Church, and the tradition to which it belongs.	U8.6.1
Use a range of accurate religious vocabulary to show an understanding of the teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in 'Meeting God in Friend and Stranger', paragraphs 108-114 (outlining the dialogue of life, the dialogue of religious experience, the dialogue of action and the dialogue of theological exchange).	U8.6.2
Recognise the essential elements of the commitment to the common good (respect for the person, social wellbeing and development of society, peace and wellbeing).	U9.6.1
Make relevant connections between the desire to promote the common good and the dialogue of action with reference to local, national, or international examples.	U9.6.2

2.3.6 Encounter

Expected outcomes

Ages 5–7	
Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).	U1.6.5
Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).	U2.6.3
Talk about respecting the beliefs of people from different communities in their local area.	U2.6.4
Ages 7–9	
Make links between Exodus (12:1–8, 15–20, 13:3) and the account of the Last Supper in Luke (22:14–23).	U3.6.1
Simply describe how Jewish people celebrate the Passover in Britain today, making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal.	U3.6.2
Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., what the holy month of Ramadan means to British Muslims and the importance of fasting in Islam).	U3.6.3
Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.	U4.6.4
Ages 9–11	
Recognise that the Tanakh uses different names for God that reveal aspects of his nature.	U5.6.4
Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.	U5.6.5
Recognise links and simple connections between some Dharmic beliefs, practices, and ways of life, making links between them.	U6.6.4
Ages 11–14	
Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions.	U7.6.5 & U8.6.4 & U9.6.4
Within the religions or worldviews studied, make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others.	U7.6.6 & U8.6.5 & U9.6.4
Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions.	U9.6.5