Year 1 - RE

Understand
Be introduced to the Creation story in Genesis as a prayerful and poetic reflection on God's world.
Recognise in an age-appropriate way that the Church teaches that all that is comes from God.
Know that Pope Francis wrote a letter, Laudato Si', about the gift of Creation and the importance of caring for the world as it is everyone's home.
Encounter the story of the life of Jesus in an age-appropriate way and recognise what it reveals about Jesus (e.g., for Christians, the Christmas story reveals God's love by sending Jesus his Son).
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.
Recall and retell, in any form, some of the scriptural stories and accounts studied.
Know that Mary is important for Christians because she said 'Yes' to God.
Recognise that angels bring God's message and are a sign of the presence of God.
Identify some people who encounter Jesus and recall how they recognise that he is special.
Recognise simple connections between Jesus' message and how Christians are called to live and tell people about God's love today (e.g., care for Creation and the poor).
Make simple connections between words in Scripture and prayers Christians say today (e.g., the Hail Mary).
Make simple connections between the stories in the scriptures and the seasons of the Catholic Church's year (e.g., Jesus' time in the desert and the season of Lent).
Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God's love and blessings, such as ashes on Ash Wednesday or candles.
Encounter some of the Church's holy days and know what makes them memorable.
Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.
Encounter some facts about the Jewish faith.
Discern
By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art and music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering, and imagining. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Year 2 – RE

Understand
Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.
Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.
Recall the term 'stewardship', describing what it means when caring for God's world.
Remember 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.
Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.
Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.
Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent.
Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people.
Be introduced to some of the miracles of Jesus' ministry from the Gospel of St Luke and recall why they are signs that he is the Son of God.
Be introduced to some of the parables of Jesus' ministry from the Gospel of St Luke and recognise that they are a different literary form, recalling how Jesus uses them to teach about God.
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 others is important, making simple connections with the words and actions of Jesus in the Gospel of St Luke.
Correctly remember 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.
Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies.
Be introduced to Christian beliefs about how openness to the Holy Spirit changes peoples' lives. Give examples from Scripture and the lives of saints.
Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.
Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.
Discern
By age 7, pupils will begin to develop critical and creative skills in religious education, by expressing personal views and responses to what they have studied and exploring their ideas and reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will encounter reflective opportunities to experience wonder. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Year 3 – RE

Understand
Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.
Recognise some different literary form in Scripture, such as a psalm, letter, or parable.
Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.
Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').
Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass.
Use religious language to describe the Christian belief in the mystery of God as Trinity, using religious words and describing some symbols of the Holy Trinity.
Know some of the prayers of the Catholic Church and make simple links with the beliefs they express.
Show a simple understanding of Jesus' teaching about the kingdom of God. Make simple links with the 'signs of the kingdom' studied in St Matthew's gospel, for example, the visit of the Magi, angelic messengers, or a miracle of Jesus.
Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.
Using examples from the scripture texts studied, make links between the Christian beliefs about the work of the Holy Spirit and being called to be a disciple of Jesus.
Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.
Know some simple facts about how Jews in Britain celebrate the Passover today.
Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.
Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices.
Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.
Recognise some different literary form in Scripture, such as a psalm, letter, or parable.
Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.
Discern
By age 8, pupils will begin to develop critical and creative skills in religious education by thinking imaginatively about different possibilities when exploring issues of justice or equality that arise from the religious stories studied. They will express preference when asked to choose between different aspects of study, such as works of art or musical expression. They will ask 'I wonder' questions about religious stories, questions of belief, and religious experiences. Pupils will begin to use picture language to recognise imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will consider their personal experiences drawing on learning about other cultures, communities and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Year 4 – RE

Understand
Show some understanding of the historical, cultural, and religious context of texts.
Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths.
Show some understanding of the theological virtues, reflecting on how these are shown in some of the texts studied and in the work of a Christian person or organisation.
Make links between prayers that show trust in God and the virtues of faith, hope, and love and connect with the Christian belief in the significance of showing love to others. Make connections between faith and actions.
Describe what a prophet is with examples from the Old and New Testaments.
Recognise the significance of John the Baptist, making links with the Old Testament.
Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.
Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied.
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. Make links with relevant scripture, such as the parable of the prodigal son.
Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.
Know the story of St Peter and St Paul, describing their importance to the early Church, the Church today, and the role of Pope as Peter's successor.
Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.
Describe the apostolic structure of the Church and its mission in the world today.
Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints. 15.
Recount some facts about a different liturgical tradition within the Catholic Church.
Make simple links and connections between some Dharmic religious laws, beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism).
Discern
By age 9, pupils will begin to expand critical and creative skills in religious education by thinking imaginatively about the implications of faith in Christ and actions. They will express preference supported by reasons when asked to choose between different aspects of study, such as works of art or musical expression and discuss their reasons with others. They will ask and answer questions about belief in Christ and what the Kingdom of God means to them. They will consider their personal experiences drawing on learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

Year 5 – RE

Understand
Explain the significance of David and Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses.
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.
Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching.
Correctly use developing specialist vocabulary to describe the terms sin and conscience.
Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life.
Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.
Explain the significance of Ash Wednesday and say why Lent is an important season for Christians.
Explain the significance of Moses and Elijah at the Transfiguration.
Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.
Explain the term 'discipleship' with reference to a powerful example.
Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.
Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer.
Discern
By age 10, pupils will begin to expand critical and creative skills in religious education by playing with possibilities and asking 'what if' questions about the subjects they have studied. They will express a point of view and discuss their point of view with others. They will have opportunities to form and share opinions about what it means to live a good life, developing an understanding of what this means in a Christian context. Pupils will have opportunities to explore artistic and creative expressions of events from the Bible and representations of beliefs in signs and symbols. Pupils will have opportunities to reflect and use their imaginations in responding to texts.

Year 6 – RE

Understand
Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.
Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.
Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.
Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.
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 sources studied.
Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.
Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.
Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.
Show knowledge and understanding of how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples' feet.
Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday. 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.
Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.
Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity.
Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.
Explain the term 'worldviews' and its meaning, giving simple examples.
Make links and connections between the five pillars of Islam and Muslim life in Britain.
Discern
By the age of 11 pupils will be able to talk and think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers. They will explore how they and others respond to musical or artistic depictions of faith. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews