



Religious Education Curriculum Map 2024 – 2025

	EYFS	Year 1&2 (cycle B)	Year 3	Year 4	Year 5	Year 6
Creation	<p>Key Question: How can we find out about God’s Creation and give Him thanks?</p> <p>This unit aims to nurture an understanding of the world around. It introduces pupils to God as creator of all that they see around them and the idea of giving thanks. It helps the pupils understand that they, their talents and gifts are God-given; that we have special signs to show we give God praise; and that we can find out about God from the Bible.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • God as creator of all and our response to the world He created. • Exploration of ways of talking to God through prayer. • Explanation and introduction of the Sign of the Cross. 	<p>Key Question: How do people and stories in the Old Testament inspire us to look after God’s creation?</p> <p>This unit gives some insight into the stories and characters of the Old Testament. It will build on their knowledge of God as creator and start to provide an image of God wishing to protect and care for His universe. It highlights how God works through people to exercise this care and protection. The unit also begins to highlight the importance of the Old Testament for the Church. And why we proclaim it as the Word of God.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • God as creator and how He works through His people to protect His creation. • Exploration of why the Old Testament is proclaimed as the Word of God. 	<p>Key Question: How are we called to a New Life?</p> <p>This unit gives some insight into how we are called to be part of God’s creation. How we are called is examined through the calling of the disciples. The main teaching of this calling is that we should respond. Through baptism we are called and our parents respond on our behalf. Baptism calls us to see the world through God’s eyes and live out a new life with Him. By living out that life and responding to His call we are protecting His creation.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Examination of how we are called to be part of God’s creation through baptism. • Exploration of how Jesus calls us and called his disciples. 	<p>Key Question: What does it mean that we are all made in the image and likeness of God?</p> <p>This unit gives more information about the story of creation. It is designed to help pupils explore the concept of ‘image and likeness of God’ and because God is in all of us we are called to respect and value our similarities and differences. In valuing and respecting those similarities and differences, we are called to be united together to eradicate injustice and give dignity to the human person.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of being made in the image and likeness of God, as seen through the story of Genesis, and how we are called to respect all similarities and differences. • How we are called to eradicate injustice through the work of CAFOD. 	<p>Key Question: How should we live as one of the People of God?</p> <p>This unit explores how we become co-creators. The starting point for this exploration is the two creation stories in Genesis. This then requires understanding of what it means to be the People of God as expressed by St Paul and of the teachings expressed in the Beatitudes. This will help teachers to reflect with the pupils on their own God-given talents and living their lives in response to the teaching of Christ.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of how we become creators, which involves the two creation stories in Genesis. • What it means to be the People of God, as expressed by St Paul and as expressed in the Beatitudes. 	<p>Key Question: Is it easy being one of the ‘People of God’?</p> <p>This unit explores what it means to be the ‘People of God’ through the eyes of Moses. Having been created by God, we exercise our freedom to deepen our relationship with God and overcome the barriers of jealousy and disharmony. It also highlights the need to follow God’s law and, by upholding the will of God. We explore nature of personal choices and sacrifices involved in upholding the will of God. By exploring these concepts, we are providing meaning to the line in the Creed which states: “I believe in the Holy Catholic Church”.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of the call to be the ‘People of God’ and the need to be part of God’s creation by overcoming disharmony, by upholding God’s law. • Exploration of the ten commandments.
Catholic Social Teaching (CST)	<p>Key Question: Who needs our love?</p> <p>This unit is an introduction to the Church’s teaching on social justice. Catholic Social Teaching (CST) calls us to work for the common good, help build a just society, uphold the dignity of human life and work and work for justice and the dignity of all our brothers and sisters, especially those in greatest need.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of how we are called to be loved and to share our love with others, particularly those in need. • Exploration of the links between CST and parables told by Jesus. 	<p>Key Question: How can we share the light of the world?</p> <p>This unit focuses on recognising the duty Jesus placed on his followers to be a light to the world and how this links to Catholic Social Teaching (CST) and Pope Francis’ encyclicals <i>Laudato Si</i> and <i>Fratelli Tutti</i>. A particular emphasis is placed on the themes of Solidarity, Human Dignity and the Option for the Poor.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of the links between CST and the Gospels. • Exploration of the Church’s social teaching, particularly the Christian duty to be a light to others and lead by example by reaching out to those in need. 	<p>Key Question: What does it mean to be a steward of Creation?</p> <p>This unit aims to broaden pupils’ understanding of stewardship to encompass having a responsibility to take care of all God’s creation, including ourselves. Within a look at Catholic Social Teaching (CST) there will be focus on the dignity of the human person and the preferential option for the poor.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Building on the work in the Creation unit to explain how we are given the important role of being stewards of God’s Creation. • Exploration of links between CST and the Gospels. • Exploration of the Church’s social teaching, particularly the Christian duty to value all as a child of God and show them dignity and respect. 	<p>Key Question: Who is my neighbour?</p> <p>This unit focuses on ‘Solidarity and the Common Good’. Solidarity is based on the belief that we are all responsible for one another because we all belong to the human family created and loved by God. At the very heart of the idea of solidarity is the understanding that we must take care of each other and unite against anything that harms another person. At the heart of solidarity is the commitment to working for justice and peace. The vision of the church’s teaching on solidarity is the Common Good brought about through each person working for that which builds up the whole and not just their own immediate needs or family.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of links between CST and the Gospels. • Exploration of the Church’s social teaching, through the vehicle of Pope Francis’ encyclical <i>Fratelli Tutti</i> (all brothers and sisters) and the question posed to Jesus, ‘Who is my neighbour?’. 	<p>Key Question: Who are the marginalised and how can they be included?</p> <p>The focus for this unit is introducing the pupils to the concept of reaching out to the marginalised in society, as enshrined in Catholic Social Teaching (CST).</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of how Jesus reached out to all, particularly the marginalised. • Exploration of the links between CST and the Gospels. • Exploration of the Church’s social teaching, particularly the Christian duty to see Christ in all we meet and to show them respect and dignity. 	<p>Key Question: How does Catholic Social Teaching guide us to do the right thing?</p> <p>The focus for this unit is encouraging and exploring the pupils how they might make a difference to the world by drawing on scripture, Catholic Social Teaching (CST) and Pope Francis’ <i>Laudato Si</i>.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploration of how we can all make a difference, however small, to improve our common home. • Exploration of the links between CST and the Gospels. • Exploration of the Church’s social teaching, particularly the Christian duty to lead by example and reach out to those in need.

Advent	<p>Key Question: How should we get ready for Christmas?</p> <p>This unit introduces the pupils to the idea of special times and seasons in the life of the Church, in particular the season of Advent, as well as learning that Sunday is a special day and that Advent is a special time, when we get ready for the Birth of Jesus. They will consider ways in which they can get ready. The pupils will start to become aware that we have signs to remind us that this is a special time. The signs in this unit include candles and Advent wreaths and the colour purple.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Introduction of Advent as a special time when we get ready for the birth of Jesus.</i> 	<p>Key Question: How can we help 'prepare a way for the Lord'?</p> <p>This unit looks at getting ready for the Birth of Jesus by helping us remember that God promised to send us His Son and that Jesus is the fulfilment of that promise. It introduces the idea of what a prophet does and what angels do. It helps us understand that people such as John the Baptist help us understand the nature of this promise and provide example and inspiration of how we should respond to it. Further reinforcement is provided on the symbolism of Advent. It also develops the idea that we get ready as a parish community, as the family of God.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Looking at the symbolism to help us get ready to meet Jesus.</i> • <i>Looking at the main themes/ messages linked to Advent.</i> 	<p>Key Question: Why is Mary an important guide for us during Advent?</p> <p>This unit aims to deepen pupils' knowledge and understanding of the season of Advent. The story of the Annunciation details the response of Mary to the news that she is to be the mother of Jesus. This unit will focus on Mary's acceptance of her vocation. When she declares; "Behold, I am the handmaid of the Lord: let it be to me according to your word". In the light of this acceptance of her vocation, we explore what we are required to do to get ready for the presence of Jesus. The parable of the sheep and goats provides a challenge to us to respond to the presence of Jesus.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Exploration of Advent as a time when we prepare for Christmas and recognise Jesus in the world.</i> • <i>Looking at the story of the Annunciation.</i> 	<p>Key Question: How does the Old Testament help us in understanding Advent?</p> <p>This unit helps pupils learn about God's promise to send His Son, Jesus. It shows how Jesus is the most important part of this promise. The pupils will explore Jesus' family tree to help understand who the Messiah is and why He is special. We will begin to explore some of the titles given to Jesus, like Messiah and Emmanuel. These names will help the pupils understand more about Jesus.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>The First Coming of Jesus is placed in historical context though the lives of his ancestors (House of David).</i> • <i>Exploration of the nature of the Messiah.</i> 	<p>Key Question: How does John the Baptist help us to prepare during Advent?</p> <p>This unit aims to deepen understanding of what God promised when he promised to send his Son. It details how Jesus is the ultimate fulfilment of this promise. The ancestry of Jesus is explored to enable a deeper understanding of the nature of the Messiah. This will link this work to what we celebrate and prepare for in Advent. The meaning behind some of the titles and names given to Jesus are explored. This will provide insight into the nature of Jesus as well as the role of the prophets who help prepare us for the presence of Jesus</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Connecting the coming of Jesus with the promise revealed in the Old Testament.</i> • <i>Looking at the titles that were given to the expected Messiah in the Old Testament.</i> 	<p>Key Question: How should we use Advent to be prepared, ready and alert?</p> <p>This unit builds on work done in previous years in Advent. It provides further detail on the nature of the Messiah who is to come, but provides a deeper opportunity to explore the response demanded of Christ's followers. The teachings of Christ, through his parables, provide us detailed teaching on watching and being prepared for the coming of God's Kingdom. The time of Advent is when we also prepare for the Second Coming of Christ through our prayers and by following Christ.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Examining the two parts of the season of Advent through parables, prayers and hymns of the Church.</i>
Christmas	<p>Key Question: What happened in the first Christmas?</p> <p>This unit builds on work done in Advent. It provides an opportunity for the pupils to explore the Christmas story and become familiar with the people involved, the location and the response to the Birth of Jesus. There are opportunities to articulate and visualise the first Christmas. All the activities should involve lots of discussion and role-play</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Exploring the story of the first Christmas.</i> 	<p>Key Question: Which are the key journeys in the Christmas story?</p> <p>This purpose of this unit is to deepen understanding of the Annunciation and the events of the Christmas story. Emphasis is placed on the journeys associated with the Birth of Jesus, as well as highlighting what we learn about Jesus from these journeys. This work will help set the context socially, religiously and geographically for the Birth of Jesus. The question is also raised of the implications for the Church's work today. For example, consideration is given to the Church's work with refugees in the light of the 'Flight to Egypt'.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>How we can get to know Jesus through the journeys of others.</i> • <i>Looking at the journey of the Magi in detail and introduces the Flight to Egypt.</i> 	<p>Key Question: What part do the shepherds play in the Christmas story?</p> <p>This unit looks at the Christmas story from the perspective of the shepherds. Their response invites an exploration of the language they used and also consideration of the nature of the ministry of Jesus, which was to care for and live among the poor and marginalised. The symbolism of the nativity scene is examined through the story of the first crib.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Reflecting on the nature of Jesus' Birth, through the shepherds.</i> 	<p>Key Question: Who are God's messengers?</p> <p>This unit examines the role of the angels in the Christmas story. It provides an invitation to identify ways in which we can be messengers of the Good News today. Opportunities are provided to consider specific role models of people, who have been messengers of the Good News in the life of the Church. The feasts associated with Christmas, such as the Annunciation and the birth of John the Baptist, are also explored, and ways in which the parish community celebrates Christmas are also identified.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Examining the role of angels in the story of Christmas as messengers of Jesus' Good News.</i> • <i>Exploration of the feasts associated with Christmas, such as the Annunciation and the birth of John the Baptist.</i> 	<p>Key Question: How can the circumstances of Jesus' birth inspire our actions today?</p> <p>This unit explores the Christmas story in greater detail and looks at some of the difficulties encountered by the Holy Family as a result of the Birth of Jesus. In particular, the effects of being homeless and a refugee are covered. Connections are made between the plight of Jesus and the homeless and refugees today. The role of King Herod highlights the problems faced by the refugees and homeless today. A focus is also provided on Christmas being a time of prayer and devotion.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Exploring the difficulties faced by Mary and Joseph as revealed in Mathew's Gospel, including the role of King Herod.</i> • <i>Looking at the implications of the Christmas story for us today.</i> 	<p>Key Question: What more can we learn from the Bible accounts of Christmas?</p> <p>This unit provides an opportunity for a more detailed look at the Christmas story through the eyes of the Gospel writers. A particular focus is given to St John's Prologue, which describes Jesus as 'the Word'. The meaning of the word 'Incarnation' is illustrated and developed. This will open out the different images of Jesus that are portrayed in Scripture. Similarities between the Christmas story, which appears in Matthew and Luke's Gospels, are also considered.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • <i>Looking in detail at the Birth of Jesus, expressed as 'The Word' in St John's Gospel.</i> • <i>Exploring the meaning of 'Incarnation'.</i>

Revelation	<p>Key Question: How can we be like Jesus and be a shepherd to others?</p> <p>This unit is introducing the role of the Church in getting to know God. The pupils are given opportunities to role-play, talk in pairs, and in groups. They will use visual prompts, as well as articulate the words in the stories and role-play what a priest does. The feeding of the five thousand is a story they consider in more detail in years 1 and 2, but they will discuss why Jesus is special and start to suggest what this tells us about God.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at how God is shown in our lives and through the work of others, including the priest. 	<p>Key Question: How do the example and teachings of Jesus show what we should do as one of his followers?</p> <p>This unit helps the pupils to become aware of stories from Scripture, which show how special Jesus is. The miracle stories show that the Kingdom of God is present within him. The unit enables the pupils to explore the parables and begin to understand some of the meaning behind them.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Exploring stories from Scripture, which show how special Jesus is. Looking in particular at the miracle stories. 	<p>Key Question: Does God still call people today and how do they respond?</p> <p>This unit is designed to support pupils in year 3 who may be making their first Holy Communion and begin to understand the parts of the Mass. Pupils are invited to explore how Sacred Scripture proclaims ways in which we are saved. It explores the response of Samuel to God's plan and considers what we can learn from it. Opportunities are provided for pupils to know what the Liturgy of the Word is and what our response should be, as well as broadening their knowledge of what is contained in the Bible. It introduces work on the Presentation and the Baptism of Jesus to enable pupils to begin to explore how people recognised God's revelation of Himself in Jesus.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Exploring the Liturgy of the Word as revealing God. 	<p>Key Question: What does it mean to be the 'Light of the World'?</p> <p>This unit supports pupils to consider two examples of God's revelation of Himself in Jesus. In the Presentation, the revelation of God is recognised by Simeon and Anna. In the Transfiguration, the disciples respond with fear but beheld His glory. Consideration is also given to the symbolism of light and why this symbol is important.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at how the apostles and Anna and Simeon saw the glory of Jesus as the only Son of the Father. The revelation of Jesus as Light of the World. 	<p>Key Question: How does getting to know Jesus help us know God better?</p> <p>This unit helps pupils to consider the recognition of God's revelation of Himself in Jesus, by John the Baptist. The words; "This is my Son the Beloved, my favour rests on him" can provide a basis for this consideration. The importance of baptism for us is also examined. Study of certain parables assists with our understanding of the Kingdom of God and helps deepen understanding of how the divine revelation is communicated and passed on. Jesus, through his parables, teaches us to recognise God's Kingdom.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Study of certain parables, looking at our understanding of the Kingdom of God. Exploring how the divine revelation is communicated, particularly in baptism. 	<p>Key Question: How do the examples of Jesus' followers guide us today?</p> <p>This unit examines the conversion of St Paul. The impact of this conversion to himself, on those around him and the Church are considered. There is an invitation to reflect on the deep and personal relationship St Paul enjoyed with Jesus and an opportunity to think how we might learn from him. God reveals Himself and His plan of loving goodness. Pupils are invited to consider how this divine revelation is transmitted. In considering Matthew 28:19-20, pupils will consider what is meant by 'Apostolic Tradition'.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at the personal relationship St Paul enjoyed with God. Looking at Matthew 28, to consider what is meant by 'Apostolic Tradition'.
Lent	<p>Key Question: How can we help others in Lent?</p> <p>This unit introduces Lent as a time when we get ready for Easter and introduces, through the example and teaching of Jesus, different ways of getting ready. Children should be enabled to explore and visualise the stories.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Introducing Lent as a time when we get ready for Easter. Introducing, through the example and teaching of Jesus, different ways of getting ready. 	<p>Key Question: Why is Lent a time for repentance and forgiveness?</p> <p>This unit reinforces the understanding of Lent as being preparation for Easter, commencing with Ash Wednesday and being a time of seeking forgiveness and doing penance. The parables of the lost sheep and the unforgiving servant reinforce this teaching. The words of the Our Father help us to consider both the importance of prayer and the relationship between Jesus and the Father.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at Lent as being preparation for Easter, commencing with Ash Wednesday, and being a time of seeking forgiveness and doing penance. Looking at the 'Our Father'. 	<p>Key Question: Why is Lent a special time to show compassion?</p> <p>This unit helps pupils to further explore Lent as a time when we prepare for Easter. It enables pupils to explore how this preparation involves change.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at how Jesus changed the people he met and deepened his relationship with the Father through prayer. 	<p>Key Question: How can we use Lent to make more space in our lives for God?</p> <p>In this unit the previous understanding of forgiveness and penance is built upon, with a focus on the Temptation of Jesus. Pupils are invited to express what they learn from his example. Pupils should be enabled to develop and explore how prayer, fasting, almsgiving and living out the Beatitudes help us prepare for Easter.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Examining Jesus' time in the wilderness. Exploring how prayer, fasting, almsgiving and living out the Beatitudes help us prepare for Easter. 	<p>Key Question: Why is change a key theme for Lent?</p> <p>This unit revises and builds on the work done in year 4 on Lent. Understanding of the Temptation of Jesus and the symbolism of Lent is revised. Ways in which we prepare for Easter in Lent are explored at a deeper level. Preparation for Easter involves becoming more like Jesus. St Paul provides a quick guide for how this can be achieved.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Looking at the concept of temptation. Looking at how preparation for Easter involves becoming more like Jesus through St Paul's teaching. 	<p>Key Question: How can we use Lent to change ourselves for the better?</p> <p>The means by which we prepare for Easter are explored in depth through the teachings of Jesus in the parable of the rich man and Lazarus and the account of the Samaritan woman at the well. It allows for understanding of who Jesus is and whom he calls us to be. The Beatitudes are revised as fulfilment of God's promise.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> Exploring Easter in depth, through the teachings of Jesus in the parable of the rich man and Lazarus and the account of the Samaritan woman at the well.

Holy Week	<p>Key Question: What happened during Holy Week?</p> <p>This unit should enable pupils to listen and interact with stories about the events which led up to Easter. The pupils will need lots of dialogue and opportunities to sequence the events of Holy Week.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploring the events which led up to Easter. 	<p>Key Question: What messages from Holy Week can guide us today?</p> <p>This unit introduces further work on the Stations of the Cross as a prayer. This enables pupils to reflect on the arrest and crucifixion of Jesus, and begin to develop the skills of empathy by considering Holy Week events through the eyes of Mary.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at the arrest and crucifixion of Jesus and considers Holy Week events through the eyes of Mary. 	<p>Key Question: How do the events of the Last Supper still guide us today?</p> <p>This unit should support all the other work throughout the year for pupils about to make their first Holy Communion. It should place the Last Supper in with events of Holy Week. There is a particular focus on the last supper because of its connection with the Mass. Pupils should have many opportunities to discuss, visualise and understand the words and actions of Jesus at the Last Supper and look at the words and actions of the priest at Mass.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Placing the Last Supper in with events of Holy Week. There is a particular focus on the Last Supper because of its connection with the Mass. 	<p>Key Question: Why did the crowd turn against Jesus?</p> <p>Further detail is added to the events of Holy Week with a particular focus on the change in mood that occurred during the week, from the events of Palm Sunday to the crucifixion of Jesus on Good Friday. When considering the role of the Pharisees, it is important to emphasise the positive role they played in Jewish society and that it was only 'some Pharisees', along with other people, who disliked Jesus.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploring the reasons for the death of Jesus, through his Passion and death. 	<p>Key Question: How does the story of Jesus driving the traders from the temple help us understand the tensions around Jesus?</p> <p>Building on previous knowledge of Holy Week this unit provides a particular focus on Christ driving the traders from the temple. Pupils will have the opportunity to explore what part this played in the events of Holy Week and what it tells us about Jesus.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at Jesus driving the traders from the temple. 	<p>Key Question: What would we have done if we were in the Garden of Gethsemane?</p> <p>This unit revises and further builds on the pupils' understanding of Holy Week, with a particular focus on what happened in the Garden of Gethsemane and the denial of Peter. These events emphasise how Jesus fulfilled the will of the Father. The importance of prayer at all times, but particularly in Holy Week, is highlighted. The events also show how Jesus fulfilled the Scriptures of the Old Testament.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Considering what happened in the Garden of Gethsemane and the denial of Peter.
Easter	<p>Key Question: Why is Easter a time for hope and joy?</p> <p>This unit should enable children to discuss and respond to the story of the resurrection. It should draw out the excitement and joy of the Easter season by reflecting on the emotions of those discovering the empty tomb. Easter is the most important and joyous of seasons. The tasks and discussions should reflect that.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at the joy of the Easter season by reflecting on the emotions of those discovering the empty tomb. 	<p>Key Question: How can we share and use what we learn about Easter to help others?</p> <p>Further detail is provided for the account of the empty tomb. Thomas is introduced to help pupils understand that not all people responded to the resurrection of Jesus in the same way. The accounts are found in the Gospels. Detail is provided for the symbolism of Easter.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking in further detail at the account of the empty tomb. • Introducing Thomas to show that people responded in different ways to the Resurrection of Jesus. 	<p>Key Question: Why is it good to find the time to share a meal?</p> <p>Connections are made in this unit between the events of Easter, Holy Week, the teachings and life of Jesus and the celebration of the Eucharist. There is a focus on the appearance of Jesus to his disciples. Symbolism of the Easter season, including the liturgical colours is explored.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at the appearance of Jesus to his disciples. • Exploring the Symbolism of the Easter season, including the liturgical colours. 	<p>Key Question: Where does the Easter journey take us?</p> <p>In this unit there is a continued focus on the appearances of Jesus with an explanation of the road to Emmaus story. Pupils are introduced to and examine the Ascension and what it teaches us.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at the risen Jesus, shown through the Ascension and other stories. 	<p>Key Question: How can the Easter Triduum guide and inspire us?</p> <p>In this unit connections are made between the events of Holy Week, Easter and the liturgical life of the Church. Study of the Easter Vigil enables pupils to develop a detailed understanding of the symbolism of Easter, as well as the beliefs that lie behind it. The story of Lazarus helps explore reaction to and the effect of the resurrection. Symbolism of the resurrection is explored is also explored.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Examining the Church's belief in eternal life, as shown in the Easter story. • Exploring the story of Lazarus. 	<p>Key Question: Why is the Resurrection such an important event for Christians?</p> <p>This unit provides opportunities to explore in real detail the events of the Easter season. This is achieved by examining the parallel accounts of the Gospels. The Christian beliefs in eternal life are explored through examination of Scripture and the Catholic funeral liturgy.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Examining the Easter story through the eyes of Thomas and the sources of doubt. • Examining the belief in eternal life through the life of the Church today (funerals).
Pentecost and Mission	<p>Key Question: What should the friends of Jesus do?</p> <p>This unit enables pupils to listen to and act out the story of Pentecost. Opportunities are provided to explore the role of a disciple of Jesus. Pentecost is shown as being about the Father, Son and Spirit.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Looking at events of the upper room and exploring what a friend of Jesus does. 	<p>Key Question: What promise did Jesus keep at Pentecost?</p> <p>In this unit, the pupils' knowledge of the Pentecost story is built upon. Some key concepts of the events at Pentecost are shared. The nature of the promise made by Jesus is a key focus. An understanding of Pentecost as the birthday of the Church is developed. Links are also made between Confirmation and Pentecost.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Examining the nature of the promise made by Jesus to send his Spirit. • Identifying Pentecost as the birthday of the Church. • Examining the link between Pentecost and Confirmation. 	<p>Key Question: How are you transformed by the Holy Spirit?</p> <p>This unit should enable a deeper understanding of the gift of the Holy Spirit, as well as providing support for those pupils engaged in preparation for their first Holy Communion. Study of the conversion of St Paul explores the transforming nature of the Spirit. Study of the Eucharistic Prayer focuses on the Consecration and the power of the Spirit.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploring the effect of the Spirit, and the role of the Holy Spirit in the Eucharistic Prayer. 	<p>Key Question: How do Christians give witness to the Good News?</p> <p>The focus for this unit is the 'handing on of faith' through the work of the apostles, saints and ourselves. The nature of the Holy Spirit is explored as identified in Scripture. This should develop an understanding of what this means in their own life.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Exploring the events of Pentecost in detail and looking at how the gift of languages is expressed. • Examining the qualities of a follower of Jesus as expressed in Colossians. 	<p>Key Question: In what ways does the Holy Spirit transform lives?</p> <p>In this unit pupils are invited to consider the universal nature of the Church by identifying the range of people represented in the account of Pentecost. By exploring the different titles of the Holy Spirit pupils should be able to explore how they can be disciples of Jesus. They should also understand the Holy Spirit as being part of the Trinity.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Examining the words of Peter after Pentecost. • Exploring the Church's belief in the Holy Spirit within the Trinity. • Looking at the role of the apostles proclaiming the Good News. 	<p>Key Question: Where can we see the Holy Spirit at work?</p> <p>This unit should support year 6 pupils as they prepare for transition to secondary school. Clear links are made to the Sacrament of Confirmation and there is reflection on the effect of the Holy Spirit in their lives.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • Considering the importance of the gifts of the Holy Spirit, as expressed through Confirmation, and their effect on the life of the Church. • Exploring the account of the coming of the Holy Spirit in John's Gospel.

Sacraments	<p><i>Key Question: How is God with us as we grow?</i></p> <p>This unit introduces children to the idea of God's presence at all times in their lives. It allows them to become more familiar with special occasions in their own lives, the lives of others and the life of the Church. With plenty of discussion it will prepare pupils for future years work on sacraments. Pupils will have the opportunity to use the words associated with sacraments and explore the meanings, appropriate to their age.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Introducing the idea of God's presence at all times in our lives.</i> • <i>Using language of sacraments.</i> 	<p><i>Key Question: How do promises and symbols help us to better understand the Sacraments?</i></p> <p>The purpose this unit is to enable the children to develop their understanding of what a sacrament is. This understanding is developed through exploration of what happens during the Sacraments of Baptism, Matrimony and the Eucharist.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Looking at what a sacrament is. This is done through exploration of what happens during the Sacraments of Baptism, Matrimony and the Eucharist.</i> 	<p><i>Key Question: How does Jesus feed his followers?</i></p> <p>This unit helps deepen pupils' knowledge and understanding of the Sacrament of the Eucharist. It expresses both what happens during Mass and the meaning behind what happens. It should be used to support those pupils about to receive Holy Communion for the first time.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Looking at the Sacrament of the Eucharist.</i> • <i>Looking at what happens during Mass and the meaning behind what happens.</i> 	<p><i>Key Question: How am I called to serve?</i></p> <p>This unit helps pupils to explore the nature of vocation and its symbolism in preparation for work on the sacraments of vocation in year 5. This is done through Old Testament stories which show how God calls people in faith and the symbolism of anointing.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Exploring the nature of vocation and its symbolism in preparation for work on the Sacraments of Vocation in year 5. This is done through Old Testament stories, which show how God calls people in faith and the symbolism of anointing.</i> 	<p><i>Key Question: Why are Holy Orders and Matrimony sacraments of service/vocation?</i></p> <p>This unit explores in greater depth the Sacraments of Holy Orders and Matrimony. Pupils should gain an understanding of the symbolism associated with the two sacraments.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Looking at the commitment expressed in the sacraments of Holy Orders and Matrimony.</i> 	<p><i>Key Question: How do the sacraments support and guide us on our Christian Journey?</i></p> <p>This unit builds on all the work undertaken on sacraments in previous years and should enable pupils to explore sacraments at a deeper level. In particular, pupils should understand their own role in the Church as a result.</p> <p><i>Key Learning Points:</i></p> <ul style="list-style-type: none"> • <i>Looking at the Sacraments of Baptism and Confirmation, as revelation of the Holy Spirit.</i> • <i>Looking at our role in the Church.</i>
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