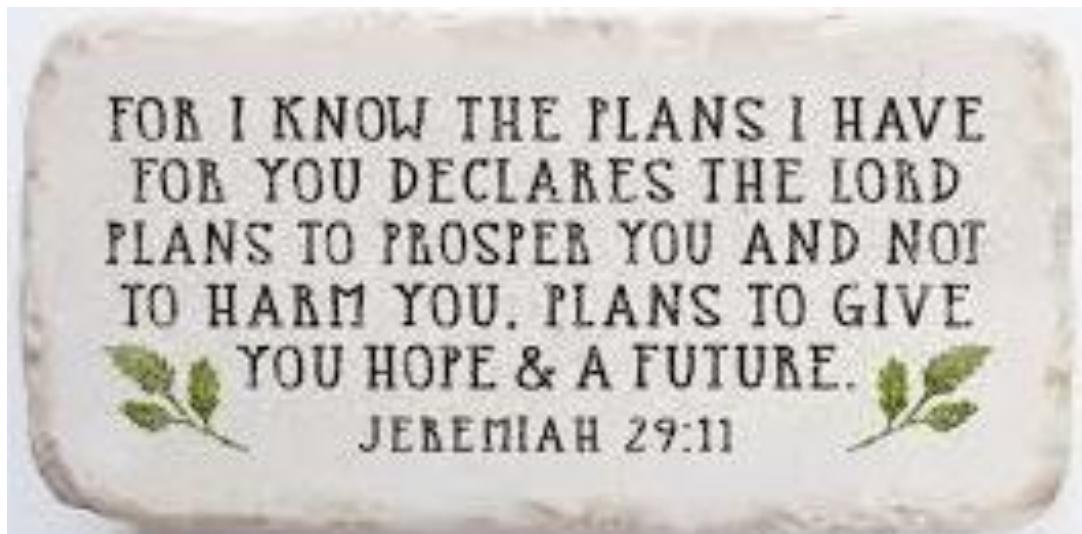


RE HANDBOOK

Policy updated September 2025





At St. Anne's, together in faith, we passionately commit to:
Build a loving, vibrant community with Christ at the heart;

- Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.
- Work as one to make a positive difference in all that we do.
- Responsibly keep everyone safe and secure within an environment of tolerance and respect.

Celebrate the uniqueness of all and enable them to reach their potential:

- Value the uniqueness and dignity of all individuals, enabling them to grow, have aspirations and become global citizens of our common home.
- To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.
- Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.

Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;

- Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.
- Develop pupils who grow to care about the world and go on to make a positive difference.
- For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.

Raising **self-esteem**, with **commitment**, **organisation** and **resilience**, we achieve **excellence** as together we...

"Learn to love, Love to learn in readiness for life."



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Religious Education is the core subject in the curriculum and influences all that we teach and enables us to develop the whole person, in partnership with parents and families, as the first educators of your children as well as the wider Parish community.

Through religious education teaching and learning we aim to:

- Provide each child with the opportunity to develop their relationship with God.
- Promote knowledge and understanding of Catholic faith and life.
- Develop awareness and understanding of the impact of faith upon our daily lives.
- Foster attitudes of respect towards all who live in our society.
- Develop skills linked to the reflection upon and practice of religious belief.
- Engage with difficult questions of meaning and purpose, to enable children to think critically about their own questions.
- To offer children a real sense of worth by belonging to a caring Christian Community.

As a Catholic School, we are led at a National level by the Catholic Education Service and locally by the Archbishop (John Sherrington) of Liverpool Archdiocese. The full aims of Religious Education are detailed in the Religious Education Directory; "To know You more clearly". A brief summary of these is outlined below:

Article 1 - Oversight of religious education

Formation and education provided in schools is subject to the authority of the Church (can. 397, 806). It is for the Episcopal Conference to issue general norms concerning formation and education in the Catholic religion and for the diocesan Bishop to regulate and watch over it (can. 804).

Article 2 - Aims of religious education

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;

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5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

Article 3 – Outcome of religious education

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

Article 4 – Religious education as the heart of the curriculum

1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

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The Religious Education Programme

To be fully compliant in fulfilling our aims and objectives we use the Scheme of Work recommended by the Archdiocese of Liverpool (*). All the content and expected outcomes are as outlined in the programmes of study for the various age groups in the Religious Education Directory - 'To Know You More Clearly' model curriculum as mandated by the Catholic Bishops' Conference of England and Wales.

- With the exception of Years 5 & 6 who will continue to use the Come and See programme until the Spring term when the Archdiocese of Liverpool roll out the new RED to these year groups.

Within a weekly timetable, 10% of teaching time will be dedicated to discrete Religious Education teaching. In terms of Foundation Stage and Key Stage One timetable this converts to **two hours and 10 minutes** and **two hours thirty minutes** in Key Stage Two.

Overview of content

The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

The Curriculum Structures

The model curriculum has six components that will be known as branches. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

Branch 1 Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1)

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Branch 2 Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1)

- In this branch, pupils will learn that the prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Branch 3 Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18)

- In this branch, pupils will experience the ministry of Jesus, the Word of God.
- They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.
- They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4 Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3)

- In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
- They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
- The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

Branch 5 To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19)

- In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
- They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Branch 6 Dialogue and encounter: 'For "In him we live and move and have our being" (Acts 17:28)

- In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.
- They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Each branch will usually be taught over a half term. This may vary depending on the length of each half term. There may be opportunities for coverage of aspects of Branch 6 at different times of the school year to make links to the study of other faiths and religions during key times of the year for the followers of these faiths.

St Anne's is a global community with many different cultures and faiths represented. Members of SLT will support staff in identifying opportunities for these differences to be shared and celebrated as part of our RE and wider Personal Development curriculum.

The approach chosen

The scheme recommended by the Archdiocese of Liverpool will be delivered by our teaching staff to ensure that there are a range of opportunities for all of our pupils to develop as they progress through their curriculum journey. The three ways of knowing are: understand, discern, and respond.

Our pupils will engage in a range of different activities which will enable them to develop creative and critical thinking (discern). This well-planned teaching and learning sequence will also provide our pupils with opportunities for personal reflection and response.

The approach encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met through broad and balanced, cross-curricular and creative lessons.

To support pupils' learning, learning will be planned and delivered using different lenses:

Knowledge Lenses - set out the object of study for pupils, they indicate what should be known by the end of each age phase:

The study of the Catholic Religion

- Hear
- Believe
- Celebrate
- Live

Hear	Believe	Celebrate	Live
			
Exploring a range of scriptural texts.	Exploring Catholic beliefs.	Experiencing and understanding prayer and liturgy.	Making links to the relationship of faith to life. In this lens, pupils will experience a mix of philosophical & ethical issues, artistic expression & lived religion elements.

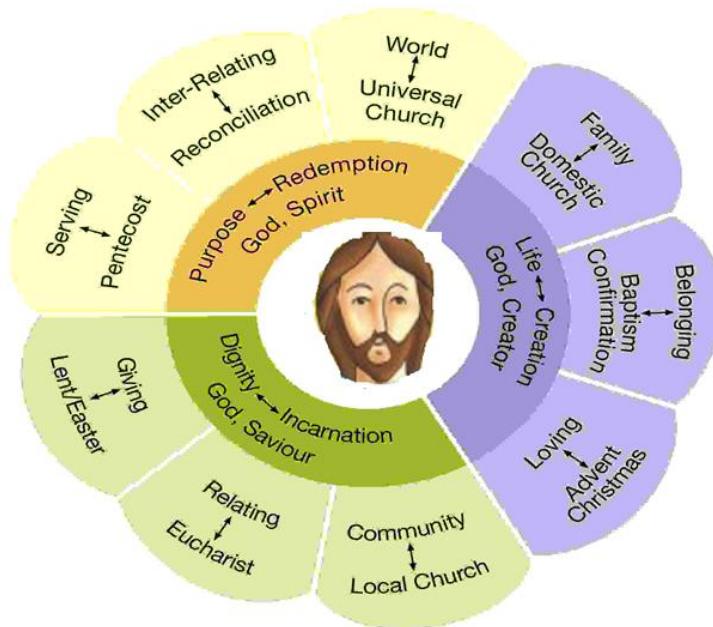
The study of other Religions and Worldviews

- Dialogue
- Encounter

The Sacraments - these are taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

Years 5 and 6: Come and See curriculum

The Archdiocese of Liverpool has recommended a gradual roll out of the new RED; To Know You More Clearly, and as a result, Years 5 and 6 are continuing to use the previous recommended syllabus; 'Come and See'.



The 'Come and See' document supports the central belief of Christ being at the centre of all that we do. In each of the terms it addresses 3 key questions to be explored through the teaching and learning in the different topics.

- Where do I come from?* (Autumn term)
- Who am I?* (Spring term)
- Why am I here?* (Summer term)

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The Come and See Syllabus

In order to prepare pupils to make the transition towards the “To Know You More Clearly” programme in Key Stage 3, the Archdiocese has recommended that we adapt the usual 4 week cycle of a Come and See topic. Staff will now tailor the ‘Reveal’ portion of the syllabus and spend a longer time covering these six Learning Foci to ensure children have the opportunity to explore scripture in depth and gain a greater knowledge and understanding of how this relates to lives of Christians today.

Reveal is the heart of the programme where children begin to make links between their own experiences and Christian belief and universal experience. This is achieved through studying scripture and the Church’s teachings, as well as the ways of living in the wider multi faith community

The process encompasses a variety of teaching and learning styles, including allowing for the different styles of learning for each individual child in our care.

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Come and See Annual cycle

The 'Come and See' programme follows a one year cycle. Each year group will explore their own topics based on a whole school theme. There are three different types of themes within the programme, which are covered once per term. They are:

- Church themes
- Sacramental themes
- Christian Living themes

THEMES & TOPICS	YEAR 5	YEAR 6
Domestic church family	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/ confirmation belonging	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/ Christmas loving	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

The themes are indicated on the above grid on the left hand side and the topics to be explored by each year group can be found under each relevant column.

The themes occur in each term and each gradually builds on the understanding of prior learning.

Term	Church Themes	Sacramental themes	Christian Living themes
Autumn	My Story- My Family Domestic Church	Belonging - Born into Christ's life Baptism, Confirmation, Holy Orders, Marriage	Loving - Celebrating Life Advent and Christmas
Spring	Our Story - Local Community Local Church	Relating - God's Love in our lives Eucharist	Giving - The Cost of life Lent and Easter
Summer	The Story - the worldwide community Universal Church	Inter relating - Service to the Community Reconciliation, Anointing the sick	Serving - In love Pentecost and Ascension

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Planning at St. Anne's

At St. Anne's, successful teaching and learning begins with the strong relationships that our staff develop with our pupils and their families as their first educators. Our staff use this knowledge of the pupils, to ensure that the scheme of learning provided by Liverpool Archdiocese is carefully sequenced and adapted to the needs of all of our pupils so that they are working at an appropriate level for their development, whilst also providing appropriate challenge and stretch where needed.

The Scheme of Learning provided by the Archdiocese will be shared with staff by the RE Lead as well as the Knowledge Organiser for the Branch. Each individual teacher will then be responsible for using this to plan suitable activities for the needs of the learners in their class. Staff will work with the subject lead and/or SENCO to explore different methods of adaptive teaching where necessary. This will ensure that a challenging but achievable RE curriculum is accessed by all pupils.

Annotations will be added to the scheme of learning with details of adaptations, activities completed to achieve the learning objective as well as the dates of delivery to support evidencing of 10% coverage of RE learning.

Pupils' learning will be evidenced in a range of ways, dependent on the style of learning a teacher chooses to meet a learning objective. This learning may be presented as a physical piece of learning recorded by the child in their exercise book or may be included in a floor book of evidence for a larger group of whole class piece of learning. As with other subjects across the curriculum, staff will employ the use of pupil voice in the form of learning receipts or exit tickets where relevant.

Being mindful of our school's commitment to sustainability, from this academic year, staff will create electronic floor books for RE. Not only is this a more sustainable approach, but this will also provide wider opportunities to share pupils' learning with all stakeholders. Pupils will also be able to access this learning in subsequent school years to support their retrieval aspects of learning at the beginning of each branch.

Vocabulary is at the core of all of our learning here at St. Anne's and at the beginning of each RE lesson, staff will explore with the class the key vocabulary content. This may involve the use of 'Elklan Language builder' activities to help break open the content of vocabulary specific to the lesson or the Branch as a whole. * See Appendix 1 for further examples of activities that could be used for RE specific vocabulary.

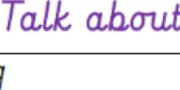
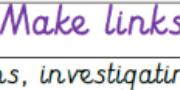
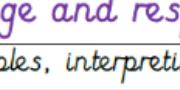
As with the delivery of other core and Foundation subjects, at the start of each new Branch, staff will plan for a Retrieval of previously taught content and vocabulary. This will cover learning completed for the same Branch for the

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previous academic year of learning. * See Appendix 2 for further examples of Retrieval tasks.

Key Skills in RE
Standards Driver Words

The Driver words are a key aspect of the planning, delivery and assessment of Religious Education. These skills are central to the successful outcomes of all pupils. The skills are progressive and a suggested overview of the progression of these skills can be found below, although it is important to note that the progression of such skills is very much dependent on each individual child. These skills are therefore stage appropriate rather than definitively age appropriate.

Key Skills in RE	
AT 1: Knowledge and Understanding Learning about	At 2: Engagement and Response Learning from
 Recognise Labelling, naming, matching, sorting	Talk about  Ask
 Describe (retell) Retelling, sequencing, discussing, recalling, identifying	 Give reasons Answering questions, describing, making links and connections, investigating, reflecting
 Show understanding Applying ideas, comparing, responding using examples, interpreting	 Engage and respond

	Stage 1	Stage 2	Stage 3	Stage 4
Driver words	Recognising Talking About	Describing Asking about	Giving reasons Making links	Showing an understanding Engaging and responding
Year group focus	EYFS Key Stage 1	Key Stage 1 Lower Key Stage 2	Year 3 - beginning Year 4 - more secure Year 5 - secure	Year 5 begin to show understanding Year 6 - more secure
Skills and activities	Labelling Naming Matching Sorting	Retelling Sequencing Discussing Recalling Identifying	Answering questions Describing Making links and connections Investigating Reflecting	Applying ideas, comparing, responding using examples, interpreting

Expected outcomes - Assessment

Expected outcomes are a synthesis of the content outlined in the Knowledge Lenses and the skills described in the Ways of Knowing see page 40 Religious Education Directory. Each age phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember and be able to do using the language of the Ways of Knowing and applying it to the discrete knowledge within each lens. Each branch and Year group will have its own discrete expected outcomes. (See Appendix 3 & 4 for Year group information taken from the Religious Education Directory).

The Religious Education Curriculum in the Early Years Foundation Stage aims to be at the heart of the curriculum and at the core of learning where appropriate. It provides Religious Education within the Early Years areas of learning as a bespoke foundation for secure grounding for Key Stage 1 and beyond. The Religious Education ways of knowing provide evidence of children's outcomes and development. At the end of the foundation stage, there are Religious Education Early Learning Goals. Religious education may at times flow into areas of Mathematics, such as Creation, and Myself topics including counting birthdays. However, staff will be mindful that the links may be tenuous, and the distinctive religious education aim may be lost. Therefore, discrete teaching of RE specific content will form 10% of the teaching timetable each week for our pupils. See Appendix 5 for EYFS assessment guidance.

At St Anne's, teacher assessment is used to formatively assess pupil's learning on a lesson by lesson basis. Staff will provide oral and written feedback to pupils in order to support and challenge their learning. For guidance on written feedback please see the school's marking policy which is followed for all Core and Foundation Subjects across the curriculum.

Also in line with the other core subject of Science and the Foundation Subjects, Review and Do activities are used to provide opportunities for pupils to review recent learning. This supports the working memory model of learning and allows pupils frequent revision of core subject content and vocabulary. These tasks may also provide opportunities for staff to assess the knowledge pupils have retained and they may also use this information to plan for future learning.

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Pupil Attainment & tracking

Assessment outcomes and overall attainment for each pupil is reviewed tracked at the end of each term. Staff will use a range of evidence from children's work and their knowledge of the pupils to complete the assessment for each child.

As a school we use the Jupiter Education Sonar tracking platform. The termly information is used by class teachers to support their planning and delivery of future learning.

Members of the Senior Leadership Team (including the RE lead) review the attainment of pupils each term and complete monitoring based on the information provided. This may include reviewing pupils' work to moderate assessment judgements. The attainment of pupils in RE is also discussed at termly pupil progress meetings for all classes.

Reporting

During the year, two parents'/carers' evening sessions are held. At these meetings, staff will discuss each child's progress and targets of core subjects, including RE.

At the end of the academic year a written report is provided to all parents and carers. Within this report, parents/carers are informed if their child is meeting, below or exceeding age expectations in RE. They will also receive a more detailed commentary about their child's performance in the subject.

Members of the SLT will monitor the standard of comments provided in written feedback and provide support and guidance in the structure and information that should be provided to parents and carers.

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Evaluation of learning

At St Anne's we are committed to continual development, not just of our pupils learning but of our own planning, delivery and assessment of learning.

In order for sustained growth, all staff are involved in the cycle of evaluation and may include, but is not limited to:

- Staff voice questionnaires
- Pupil voice questionnaires
- Learning walks (these may take place during a lesson or outside of lessons to explore the quality of working walls etc)
- Moderation of learning and/or assessment
- Co-coaching sessions
- Book looks
- Pupil progress meetings

Continuous Professional Development

We are dedicated to providing a cycle of development opportunities for all of our staff so that they are fully equipped with specific pedagogical techniques as well as subject knowledge to ensure we are providing a high standard of RE for all of our pupils.

Staff's CPD needs will be identified using monitoring information as well as staff voice questionnaires. These will be completed on termly basis and evaluated by SLT, allowing them to then plan for CPD opportunities the following half term.

CPD opportunities may include co-coaching with the RE Lead or other experienced staff, staff briefings/meetings, Twilight meetings, INSET days or accessing training opportunities provided by outside agency partners.

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Staff development Plan 2025 - 2026

When	Who	What
Autumn term 1	All members of staff, Governing body, pupils & families	Mission Statement review
Autumn Term 1	Teaching staff	RE Assessment support for Jupiter Education Sonar system.
Autumn Term 1	ECT Year 1 staff	Induction for RE teaching and learning
Autumn term 1	ECT Year 1 staff	Co-coaching opportunities working with RE Lead.
Autumn term 2	Teaching staff	Assessment moderation staff meeting
Spring term	Year 5 teaching staff	Archdiocese launch event for RED
Ongoing	Teaching staff EYFS - Year 4	Access to online meetings with Archdiocese to evaluate RED.
Termly	Teaching staff	Year group cluster meetings with St Helens Catholic Schools cluster
Termly	RE Lead	Attendance at Core Cluster groups, Local area Cluster groups & RE Lead briefings.

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Staff induction

All new members of staff will have a personalised induction programme dependent on their role in the school. This will include school safeguarding procedures and policies. Specific RE induction will be provided to Teaching staff and to Teaching Assistants who provide support to pupils during RE lessons.

ECT teachers or those new to teaching in a Catholic School will be given further planned sessions of co-coaching to ensure they feel confident in their planning and delivery of RE teaching and learning. There will also be opportunity for them to attend additional training provided by the Archdiocese.

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Staff Communication

There are weekly opportunities for communication with staff at staff briefing or departmental meetings. There is also a weekly staff meeting where key information can be shared.

Outside of these times, staff communication may take place via memos and/or e-mails. The RE lead also holds RE drop ins on a half termly basis after school where staff can come to discuss and receive any support they may need.

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Resources

Teachers

Name	Teacher Status	Year group taught	Qualifications
Rachel Crolla	Headteacher		CLP
Sharon Wylde	Deputy Headteacher	Year 1/2	NPQSL
Sophie Volynchook	Assistant Headteacher RE, Collective Worship and RSHE Co-ordinator	Nursery	CCRS CMLP NPQEYL
Emma Ward	Assistant Headteacher English lead SENCO	Hub	NPQML
Jessica Hunter	Class teacher	Nursery	
Wendy Gordon	Class teacher	Reception	
Zena Westhead	Class teacher	Year 1/2	
Rebecca Rafferty	Class teacher	Year 1	
Holly Gregory	Class teacher	Year 2	CCRS NPQML
Charlotte Higgins	Class teacher	Currently on Maternity Leave	
Debbie Williams	Class teacher	Year 3	
Emily Roberts	Class teacher	Year 4	
Shanise Thelwell	Class teacher	Year 3/4	
Daniel Burton	Class teacher	Year 5	
Jennifer Pimlott	Class teacher	Year 5	
Caroline Bell	Class teacher	Year 6	CCRS
Nicola Deakin	LKS2 Lead	Year 6	NPQL

Teaching Assistants

Jennifer Williams	Amy Lyon	Rhiannon Lewis (1:1)
Becky O'Keefe (1:1)	Rebecca Evans	Pat Lyons (1:1)
Joanne Grice	Michaela Hall	Michelle Wright (1:1)

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Pastoral Team

Trish Pointon	Pastoral Manager & Designated Safeguarding Lead
Louise Chapman	Pupil Wellbeing manager for Pastoral Support

Resources

The main store of RE resources are kept inside a store cupboard in the corridor outside of the staff room. These are maintained by the RE lead. The RE lead will disseminate the resources to staff at relevant times of the year and staff are responsible for returning the resources in a timely manner after they have been used,

All staff keep their own 'Golden story box' and associated resources in their classrooms.

Each classroom also has a copy of the Good News Bible and a crucifix. Staff also have access to physical and electronic copies of the God's and Church's story publications relevant to the age and stage of pupils they are teaching.

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Relationship of RE to the whole curriculum

RE is the core subject and is central to the Catholic Life of our school. Further information on how RE works in conjunction with other policies to support pupil's Personal Development can be found in the school's [Spiritual, Moral & Personal Development Policy](#) and [Personal Development Curriculum Maps](#).

Parents and families are central to children's development in RE. Families are involved in the RE curriculum through homework and opportunities for parents to join us for Inspire sessions. Class teachers will also share photographs and updates of pupils learning in RE on their Class Dojo page.

We are fortunate to have access to our beautiful Parish church of St Anne & Blessed Dominic. Staff can access the Church and its grounds to support learning in RE and members of the Parish community can be contacted to provide additional information and visits at Church or in school when needed. Pupils also visit the Church several times a year to take part in services and masses.

Catholic Self-Evaluation Document (CSED)

The provision for the Catholic Life and Mission of our school is evaluated on a termly basis by members of the Senior Leadership Team with the support of other stakeholders. A copy of the document is shared with all staff on a termly basis and their input is garnered through discussion and feedback to SLT. This is then used when the CSED is updated.

The CSED is stored electronically on the Teacher Share One Drive and it outlines our current priorities for RE and the wider Catholic Life of the school.

Evaluation of RE handbook

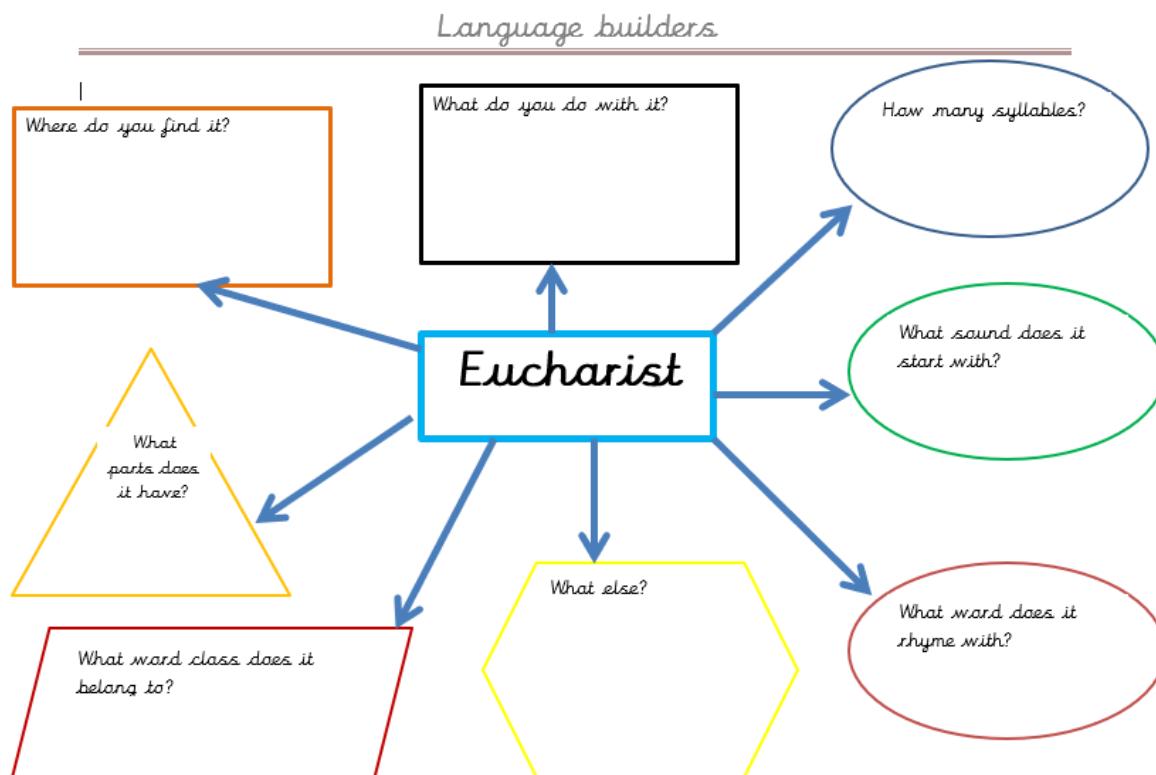
The handbook will be reviewed by the RE lead and other members of the SLT on an annual basis and updated accordingly.



Appendix



Appendix 1: Language Builder task examples



Language builders: Word connections

Use a dictionary and talk with people in your group to decide which words are connected to the target word in the middle. If they are connected, draw a line from the word to the target word. Can you explain why the words are connected?

together

separate

unity

one

Ecumenism

love

different

Islam

Christian

Judaism

Appendix 2: Exemplar of Retrieval task

		<h3>Judaism Retrieval</h3>	
		<p>Key facts I remember about Judaism from last year...</p>	<p>Key words I have learnt and remembered...</p>
		<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	
A	<h3>Retrieval Quiz</h3>		
<p>1. Which day of the week is God's special day in the Jewish faith?</p>			
<p>2. Name 2 ways Jewish families mark this special day.</p>			
<p>3. What is the greeting Jewish families might use on God's special day of the week?</p>			
<p>4. What is this item used for?</p>			
<hr/> <hr/>			

Appendix 3: Outcomes in RE for phases of Primary education

*Taken from pages 36 – 38 of the RED

	Understand	Discern	Respond
<p>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:</p>			
Driver words and phrases	<ul style="list-style-type: none"> • Recognise... texts, beliefs, rites, ways of life. • Name... • Remember... • Recall... • Retell... • Describe... • Make links... • Explain... • Show understanding... • Interpret within a historical context... 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	Understand	Discern	Respond
Ages 7-9	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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Appendix 4: Outcomes in RE for phases of Primary education -

Year 1

Creation & Covenant	<p>U1.1.1. Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form.</p> <p>U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.</p> <p>U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.</p> <p>U1.1.4. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</p> <p>U1.1.5. Know that Pope Francis wrote a letter, called <i>Laudato Si'</i>, about the gift of Creation and the importance of taking care of the world as it is everyone's home.</p> <p>U1.1.6. Recognise that prayer is a way of drawing closer to God</p>
	<p>D1.1.1. Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.</p> <p>D1.1.2. Talking about why caring for God's world matters for them and their local community.</p>
	<p>R1.1.1. Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>R1.1.2. Reflecting on different ways to pray.</p> <p>R1.1.3. Listening to stories from different communities and their experiences about how they care for the world.</p> <p>R1.1.4. Talking about how they can care for God's world.</p>
	<p>U1.2.1. Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.</p> <p>U1.2.2. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</p> <p>U1.2.3. Sequence the accounts from the Annunciation through to the visit of the shepherds.</p> <p>U1.2.4. Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.</p> <p>U1.2.5. Match the first words of the Hail Mary with the words of the Angel Gabriel.</p> <p>U1.2.6. Recognise that angels bring God's message and are a sign that Jesus is the Son of God.</p>
	<p>D1.2.1. Talking about why the shepherds saw angels when Jesus was born.</p> <p>D1.2.2. Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.</p> <p>D1.2.3. Exploring artistic representations of the nativity story from around the world.</p>
	<p>R1.2.1. Hearing and beginning to join in with the words of the Hail Mary.</p> <p>R1.2.2. Singing or saying the first words of the Gloria.</p> <p>R1.2.3. Talking about how Christians in their local community celebrate the birth of Jesus.</p>
Prophecy & Promise	<p>U1.3.1. Identify some of the people that encounter Jesus and recognise that he is special.</p> <p>U1.3.2. Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.</p> <p>U1.3.3. Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.</p> <p>U1.3.4. Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.</p>
	<p>D1.3.1. Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.</p> <p>D1.3.2. Listening to the stories and experiences of how people celebrate Candlemas</p>
	<p>R1.3.1. Reflecting on what the Good News might mean for them.</p> <p>R1.3.2. Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities.</p> <p>R1.3.3. Reflecting on how Jesus cares for other people and what they can learn from his actions.</p>
Galilee to Jerusalem	<p>U1.4.1. Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent.</p> <p>U1.4.2. Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.</p> <p>U1.4.3. Correctly sequence the events of the last week of Jesus' life.</p> <p>U1.4.4. Recognise that angels bring God's message and are a sign that Jesus is the Son of God, truly alive.</p> <p>U1.4.5. Recognise that the Church teaches that Jesus suffered, died, and rose again.</p> <p>U1.4.6. Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.</p>
	<p>D1.4.1. Asking 'I wonder' questions about the story of the last week of Jesus' life.</p> <p>D1.4.2. Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.</p>
	<p>R1.4.1. Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.</p> <p>R1.4.2. Considering what they might give up and choose to do to help others.</p> <p>R1.4.3. Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection</p>
	<p>U1.5.1. Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).</p> <p>U1.5.2. Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</p> <p>U1.5.3. Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</p> <p>U1.5.4. Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.</p>
To the Ends of the Earth	<p>D1.5.1. Imagining how the apostles felt during the events following the Resurrection.</p> <p>D1.5.2. Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).</p> <p>D1.5.3. Looking at and discussing ways the Holy Spirit is described in art or music.</p> <p>D1.5.4. Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures.</p>
	<p>R1.5.1. Thinking about why prayer is an important part of life for many people.</p> <p>R1.5.2. Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.</p> <p>R1.5.3. Considering how Christians announce the Gospel to others through their words and actions</p>
	<p>U1.6.1. Know that Christian means follower of Jesus Christ.</p> <p>U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.</p> <p>U1.6.3. Recognise simple connections between Jesus' life and message and how Christians live today.</p> <p>U1.6.4. Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.</p> <p>U1.6.5. Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).</p>
Dialogue & Encounter	<p>D1.6.1 Listening to the stories and experiences of Christians from their local parish and asking them questions.</p> <p>D1.6.2. Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).</p> <p>D1.6.3. Asking questions about the stories and experiences of Jewish people.</p>
	<p>R1.6.1. Considering how Christians in their local parish community could work together to help people.</p>

Year 2

Creation & Covenant	<p>U2.1.1. Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</p> <p>U2.1.2. Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.</p> <p>U2.1.3. Understand the term 'stewardship' and what it means for caring for God's world.</p> <p>U2.1.4. Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.</p> <p>U2.1.5. Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</p>
	<p>D2.1.1. Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.</p> <p>D2.1.2. Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah.</p> <p>D2.1.3. Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.</p>
	<p>R2.1.1. Considering what they could do to care for God's world in their own lives and in the life of their local community.</p> <p>R2.1.1. Reflecting on the gift of Creation (awe and wonder).</p> <p>R2.1.2. Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God</p>
	<p>U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</p> <p>U2.2.2. Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</p> <p>U2.2.3. Identify Zechariah's special message about John's future (Lk 1:76).</p> <p>U2.2.4. Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</p> <p>U2.2.5. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>U2.2.6. Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</p>
	<p>D2.2.1. Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</p> <p>D2.2.2. Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</p> <p>D2.2.3. Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</p> <p>D2.2.4. Listening to different traditions and interpretations of the meaning of the Advent wreath.</p>
Prophecy & Promise	<p>R2.2.1. Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST).</p> <p>R2.2.2. Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2)</p>
	<p>U2.3.1. Retell, in any form, the story of John the Baptist and the baptism of Jesus.</p> <p>U2.3.2. Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.</p> <p>U2.3.3. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</p> <p>U2.3.4. Begin to recognise that the miracles of Jesus are signs that he is the Son of God.</p> <p>U2.3.5. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.</p>
	<p>D2.3.1. Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.</p> <p>D2.3.2. Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.</p> <p>D2.3.3. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.</p>
	<p>R2.3.1. Reflecting on what it feels like to say sorry and to be forgiven.</p> <p>R2.3.2. Talking about ways they and others show that they are sorry.</p> <p>R2.3.3. Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow)</p>
	<p>U2.4.1. Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>U2.4.2. Recognise that Lent is a time for reconciliation and forgiveness.</p> <p>U2.4.3. Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</p> <p>U2.4.4. Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p>
Desert to Garden	<p>D2.4.1. Looking at works of art to recall the story of Holy Week studied in the previous year.</p> <p>D2.4.2. Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.</p> <p>D2.4.3. Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.</p> <p>D2.4.4. Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.</p>
	<p>R2.4.1. Thinking about what forgiveness means to them.</p> <p>R2.4.2. Thinking about how making bad choices can harm themselves and others and why saying sorry matters.</p> <p>R2.4.3. Reflecting on how Jesus teaches people to forgive</p>
	<p>U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.</p> <p>U2.5.2. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p> <p>U2.5.3. Retell the story of the Conversion of Saul (Acts 9:1-19).</p> <p>U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22).</p> <p>U2.5.5. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.</p> <p>U2.5.6. Name the fruits of the Holy Spirit, make simple links between the lives of some saints/holy people, how the fruits of the Holy Spirit were shown in their lives.</p>
	<p>D2.5.1. Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.</p> <p>D2.5.2. Saying what they wonder about the fruits of the Holy Spirit.</p> <p>D2.5.3. Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity').</p> <p>D2.5.4. Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world.</p>
	<p>R2.5.1. Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.</p> <p>R2.5.2. Considering why many people pray and share stories of prayer from different religious communities as appropriate.</p> <p>R2.5.3. Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community</p>
Dialogue & To the Ends of the Earth	<p>U2.6.1. Say what the story of the Good Samaritan teaches about how Christians should live.</p> <p>U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others.</p> <p>U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</p> <p>U2.6.4. Talk about respecting the beliefs of people from different communities in their local area.</p>

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	<p>D2.6.1. Considering an answer, with relevant reasons, to the question 'Who is my neighbour?'</p> <p>D2.6.2. Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen.</p> <p>D2.6.3. Listening to the stories and experiences of others from different communities in the class and the wider community.</p> <p>R2.6.1. Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community.</p> <p>R2.6.2. Reflecting on how communities could be transformed if people acted as good neighbours.</p>
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Year 3

Creation & Covenant	<p>U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.</p> <p>U3.1.2. Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean.</p> <p>U3.1.3. Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.</p> <p>U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').</p> <p>U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>U3.1.6. Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66).</p>
	<p>D3.1.1. Imagining how caring for the world could change the world for the better.</p> <p>D3.1.2. Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31).</p> <p>D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation).</p> <p>D3.1.4. Wondering why the author of the first story of Creation suggests a holy day.</p> <p>R3.1.1. Making connections between experiences where people have not been treated equally and how this felt.</p>
	<p>R3.1.2. Spending time wondering about the blessings of Creation in their own lives.</p> <p>R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation.</p>
	<p>U3.2.1. Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.</p> <p>U3.2.2. Give a simple description of how Catholics celebrate the Mass.</p> <p>U3.2.3. Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing - Liturgy of the Word.</p> <p>U3.2.4. Recognise how Joseph puts his trust in God when the angel appears.</p> <p>U3.2.5. Make links between the angel's message about Jesus and the words of the prophet Isaiah.</p> <p>U3.2.6. Recall that angels bring God's message in the gospels of St Matthew and St Luke.</p>
	<p>D3.2.1. Talking, asking, and answering questions about their experiences of liturgies and the Mass.</p> <p>D3.2.2. Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.</p> <p>D3.2.3. Talking, asking, and answering questions about Joseph and Mary trusting in God.</p> <p>D3.2.4. Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.</p>
	<p>R3.2.1. Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.</p> <p>R3.2.2. Reflecting on what Sunday Mass means for Christians</p>
	<p>U3.3.1. Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.</p> <p>U3.3.2. Show a simple understanding of what the kingdom of God is and is not.</p> <p>U3.3.3. Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.</p> <p>U3.3.4. Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.</p> <p>U3.3.5. Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.</p> <p>U3.3.6. Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.</p>
Galilee to Jerusalem	<p>D3.3.1. Asking and answering questions about the feelings of the characters in one of the stories studied.</p> <p>D3.3.2. Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.</p> <p>D3.3.3. Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.</p>
<p>R3.3.1. Considering how people could build the kingdom with reference to the life of a saint.</p> <p>R3.3.2. Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.</p>	
Desert to Garden	<p>U3.4.1. Retell in any form the story of the feeding of the five thousand.</p> <p>U3.4.2. Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.</p> <p>U3.4.3. Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.</p> <p>U3.4.4. Make links between the story of the Last Supper and the Mass, giving reasons for these links.</p> <p>U3.4.5. Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCFK 74).</p> <p>U3.4.6. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</p> <p>U3.4.7. Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.</p>
<p>D3.4.1. Wondering about the words of the offertory prayer and the story of Creation.</p> <p>D3.4.2. Exploring some different cultural practices associated with Holy Week.</p>	
<p>R3.4.1. Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.</p> <p>R3.4.2. Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings.</p> <p>R3.4.3. Reflecting on what their learning means for their life.</p>	
To the Ends of the Earth	<p>U3.5.1. Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.</p> <p>U3.5.2. Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a prayer reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).</p> <p>U3.5.3. Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.</p> <p>U3.5.4. Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.</p> <p>U3.5.5. Make connections with the life of the early Church and Catholics gathering for Mass today.</p> <p>U3.5.6. Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).</p>
<p>D3.5.1. Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus.</p> <p>D3.5.2. Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.</p> <p>D3.5.3. Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church.</p>	
<p>R3.5.1. Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.</p> <p>R3.5.2. Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.</p>	
Dialogue & Encounter	<p>U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).</p> <p>U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal.</p> <p>U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.).</p>
<p>D3.6.1. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.</p> <p>D3.6.2. Exploring some examples of Islamic art or religious music, e.g. Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen.</p> <p>D3.6.3. Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their beliefs, worship, or life.</p>	

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R3.6.1. Reflecting on the meaning of what they have learned for their own lives.

R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live.

Year 4

Creation & Covenant	U4.1.1. Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. U4.1.2. Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. U4.1.3. Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. U4.1.4. Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. U4.1.5. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. U4.1.6. Make links between prayers that show trust in God and the virtues of faith, hope, and love.
	D4.1.1. Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889). D4.1.2. Explaining why they think Abraham is seen as a model of prayer.
	R4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. R4.1.2. Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. R4.1.3. Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted
	U4.2.1. Describe what a prophet is drawing on Elijah and John the Baptist as examples. U4.2.2. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. U4.2.3. Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show. U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. U4.2.5. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. U4.2.6. Makes links with the ancestry of Jesus and the Jesse tree. D4.2.1. Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference. D4.2.2. Talking about the type of king they think Jesus would be and give reasons for their answers. D4.2.3. Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others. R4.2.1. Reflecting on how Elijah and John the Baptist's words speak to people today. R4.2.2. Reflecting on what it means to be a good leader and talk to others about their ideas.
	U4.3.1. Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied. U4.3.2. Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah. U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (sp Articles 2-4) and suggest why Catholics say this prayer. U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. D4.3.1. Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today. D4.3.2. Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUNCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement. R4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. R4.3.2. Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?
	U4.4.1. Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness. U4.4.2. Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God. U4.4.3. Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today. U4.4.4. Retell the story of St Peter during Holy Week. U4.4.5. Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable. U4.4.6. Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad)
	D4.4.1. Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise. D4.4.2. Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations. D4.4.3. Making connections between being a Christian and choosing to live out the 'Works of Mercy'. R4.4.1. Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life. R4.4.2. Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities. R4.4.3. Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness.
	U4.5.1. Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17). U4.5.2. Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor. U4.5.3. Explain the term 'apostle' and explain why the Church is 'apostolic'. U4.5.4. Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians. U4.5.5. Explain how the one, holy, Catholic, and apostolic Church is structured. U4.5.6. Describe some ways in which the Church today (locally or globally) continues the work of Jesus. U4.5.7. Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven. D4.5.1. Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake. D4.5.2. Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus. D4.5.3. Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others
	R4.5.1. Reflecting on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today. R4.5.2. Thinking about the examples of apostleship in the Church today and discussing how they follow the example of Jesus. R4.5.3. Reflecting on how Christian communities continue the work of Jesus in the community where they live.
	U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for Christians. U4.6.2. Make links between Cor 13:1-7, 13 and the theological virtues. U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church. U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world.

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	<p>U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).</p> <p>U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.</p>
	<p>D4.6.1. Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.</p>
	<p>D4.6.2. Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed.</p>
	<p>D4.6.3. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life.</p>
	<p>R4.6.1. Discussing the meaning of what they have learned for their own lives.</p> <p>R4.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities.</p> <p>R4.6.3. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions.</p>

Year 5

Creation & Covenant	<p>U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).</p> <p>U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).</p> <p>U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</p> <p>U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</p> <p>U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</p> <p>U5.1.6. Know that a virtue is a positive habit that helps people live a good life.</p>
	<p>D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments?</p> <p>D5.1.2. Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.</p> <p>D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.</p>
	<p>R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.</p> <p>R5.1.2. Reflecting on what makes them truly happy.</p> <p>R5.1.3. Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).</p> <p>R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours.</p>
	<p>U5.2.1. Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.</p> <p>U5.2.2. Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.</p> <p>U5.2.3. Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.</p> <p>U5.2.4. Recognise that David is a model of prayer, referencing one of the psalms.</p> <p>U5.2.5. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</p>
	<p>D5.2.1. Playing with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?</p> <p>D5.2.2. Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.</p> <p>D5.2.3. Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</p>
	<p>R5.2.1. Reflecting on your understanding of David and the idea of a leader as a shepherd.</p> <p>R5.2.2. Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.</p> <p>R5.2.3. Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.</p>
	<p>U5.3.1. Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. U5.3.2. Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.</p> <p>U5.3.3. Make simple links between the Beatitudes and the Ten Commandments.</p> <p>U5.3.4. Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</p> <p>U5.3.5. Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p> <p>U5.3.6. Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.</p>
Prophecy & Promise	<p>D5.3.1. Expressing a point of view about Jesus' great commandment as a rule for life.</p> <p>D5.3.2. Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.</p> <p>D5.3.3. Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</p>
	<p>R5.3.1. Reflecting on the mystery of the Transfiguration.</p> <p>R5.3.2. Reflecting on why Jesus invites us to call God 'Father'.</p> <p>R5.3.3. Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.</p>
	<p>R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.</p>
Desert to Garden	<p>U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</p> <p>U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.</p> <p>U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.</p> <p>U5.4.4. Use specialist vocabulary to describe the term 'conscience'.</p> <p>U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</p> <p>U5.4.6. Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.</p> <p>U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</p>
	<p>D5.4.1. Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?</p> <p>D5.4.2. Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.</p>
	<p>R5.4.1. Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change.</p>
	<p>R5.4.3. Reflecting on the meaning of what they have learned for their own lives.</p>
To the Ends of the Earth	<p>U5.5.1. Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.</p> <p>U5.5.2. Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</p> <p>U5.5.3. Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.</p> <p>U5.5.4. Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.</p> <p>U5.5.5. Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.</p> <p>U5.5.6. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</p>
	<p>D5.5.1. Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.</p> <p>D5.5.2. Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view, giving reasons for their answers.</p> <p>D5.5.3. Consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.</p>
	<p>R5.5.1. Reflecting on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today.</p> <p>R5.5.2. Reflecting on how they can use their gifts to make a better world.</p>
	<p>R5.5.3. Considering the gifts and virtues Christians need to be disciples today</p>
Dialogue & Encounter	<p>U5.6.1. Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.</p> <p>U5.6.2. Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</p> <p>U5.6.3. Know that the Bible is translated from different languages into many languages.</p> <p>U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature.</p>

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	<p>U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</p> <p>D5.6.1. Asking 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOUCHAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.</p> <p>D5.6.2. Exploring the place of Sacred Scripture in Jewish life today.</p> <p>D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament.</p>
	<p>R5.6.1. Reflecting on the books that matter to them in their lives.</p> <p>R5.6.2. Talking to others about their sacred texts and why they matter.</p> <p>R5.6.3. Thinking and talking about ways of showing respect for sacred texts.</p>



Year 6

Creation & Covenant	<p>U6.1.1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry.</p> <p>U6.1.2. Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.</p> <p>U6.1.3. Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.</p> <p>U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.</p> <p>U6.1.5. 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.</p> <p>U6.1.6. 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.</p> <p>U6.1.7. 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.</p>
	<p>D6.1.1. Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement.</p> <p>D6.1.2. Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.</p>
	<p>R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.</p> <p>R6.1.2. Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.</p> <p>R6.1.3. Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation</p>
	<p>U6.2.1. 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</p> <p>U6.2.2. 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.</p> <p>U6.2.3. 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 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25).</p> <p>U6.2.4. Use theological language to describe and explain the belief that Mary became the 'Mother of God'.</p> <p>U6.2.5. Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.</p> <p>U6.2.6. 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 (Lk 1:26-56), 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.</p>
	<p>D6.2.1. Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, discussing why people might give different answers.</p> <p>D6.2.2. Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.</p>
	<p>R6.2.1. Reflecting on their own experience, consider the women in their lives who have been important or significant.</p> <p>R6.2.2. Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life.</p> <p>R6.2.3. Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community.</p>
	<p>U6.3.1. Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning.</p> <p>U6.3.2. Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.</p> <p>U6.3.3. Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.</p> <p>U6.4.4. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.</p> <p>U6.3.5. Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.</p> <p>U6.3.6. Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.</p>
Galilee to Jerusalem	<p>D6.3.1. Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64). Discuss why others might disagree.</p> <p>D6.3.2. Looking at different artistic representations of at least one of the signs in St John's gospel and discussing the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view.</p>
	<p>R6.3.1. Reflecting on how the seven signs in John's gospel speak to them literally and spiritually.</p> <p>R6.3.2. Considering how stories from scripture speak to people in different ways.</p>
Desert to Garden	<p>U6.4.1. Show an understanding of the account of Holy Week in the gospel of John.</p> <p>U6.4.2. Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed.</p> <p>U6.4.3. Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.</p> <p>U6.4.4. Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.</p> <p>U6.4.6. 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.</p>
	<p>D6.4.1. Considering the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.</p> <p>D6.4.2. Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.</p>
	<p>R6.4.1. Prayerfully reflect on what Jesus teaches about true discipleship.</p> <p>R6.4.2. Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation.</p> <p>R6.4.3. Reflecting on Lent as a time to begin this transformation.</p>
To the Ends of the Earth	<p>U6.5.1. Show understanding of the scripture passages studied, identifying literary forms and authorial intention. U6.5.2. Use specialist theological and religious vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.</p> <p>U6.5.3. Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit. U6.5.4. Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.</p> <p>U6.5.5. 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.</p> <p>U6.5.6. Describe how one charity studied witnesses its Christian faith through its work.</p>
	<p>D6.5.1. Consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book', and give some reasons why some people find it difficult to believe things they have not seen.</p>

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Dialogue & Encounter	<p>D6.5.2. Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.</p> <p>R6.5.1. Considering what beliefs matter most to them.</p> <p>R6.5.2. Comparing their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life.</p> <p>R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.</p>
	<p>U6.6.1. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching.</p> <p>U6.6.2. Describe some ways Christians work together with people of different worldviews to promote the common good.</p> <p>U6.6.3. Use the term 'worldviews' and understand its meaning, giving simple examples.</p> <p><u>U6.6.4. Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them.</u></p>
	<p>D6.6.1. Reflecting on the statement 'Everyone should be concerned to create and support institutions that improve the conditions of human life' (CCC 1926), consider how this challenges people to change.</p> <p>D6.6.2. Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals.</p> <p>D6.6.3. Explore some examples of creative expressions of faith from a Dharmic pathway.</p> <p>D6.6.4. Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life.</p>
	<p>R6.6.1. Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities.</p> <p>R6.6.2. Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.</p>

Appendix 5 - Outcomes in RE for EYFS

Religious education within communication and language

Religious education in a language-rich environment.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<i>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</i>		
Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate, and live.	Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard.	Sharing their understanding and what they are wondering about with support.
Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.	Using the Bible and religious stories they have heard in conversation, storytelling, and role-play.	Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.
		Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.
<p>RELG: Religious Education Learning Goal</p> <ul style="list-style-type: none"> Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher. 		

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Religious Education within physical development

Religious Education in the pursuit of happy, healthy, and active lives.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<i>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</i>		
Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.	Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor.	Respond in a variety of ways, e.g., dance, song, movement, and art to express and share their religious understanding.
Small world activities, puzzles, arts, crafts related to people and stories they have heard.		Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.
<p>RELG: Religious Education Learning Goal</p> <ul style="list-style-type: none"> • Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about. • Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts. • Express themselves when responding to songs and hymns they have listened to and learned. 		

Religious education within personal, social, and emotional development

Religious education in shaping their social world.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.		
Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably.	Develop strong, warm, and supportive relationships with adults in their care as their role models.	Talk about their feelings and emotions in response to how they can live out the Scripture messages.
	Develop an understanding that Jesus is a role model.	Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
	Enable children to learn how to understand their own feelings and those of others.	Know that they are precious in the eyes of God.
	Learn how to be a good friend, cooperate, and resolve conflicts peaceably.	Set simple goals that help them to live out Scripture.
	Say sorry. Shake hands to share peace with their friends.	Look after themselves and look after others.

RELG: Religious Education Learning Goal

Self-regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

Managing self

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building relationships

- Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

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Religious education within literacy

Religious education stories as part of a lifelong love of reading.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.
recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<i>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</i>		
Talk with children about the stories found in the Bible and in religious stories.	Explore the stories they have heard and how they can be linked to the world around them.	Confidently speak in a familiar group and talk about their ideas.
Read simple age-appropriate scripture and psalms with children. Enjoy hymns that tell the Scripture stories they have heard.	Read aloud key religious words that will enable children to recognise key religious people and events.	
Repeat and enjoy phrases from Scripture, including psalms and hymns.	Recognise and retell Bible and religious stories they have heard with hymns and songs.	Express themselves effectively, showing awareness of listeners' needs.
	Begin to use key religious words to label, match, sort, and use in sentences.	Give their attention to what others say and respond appropriately.

RELG: Religious Education Learning Goal

Comprehension

- Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.
- Anticipate – where appropriate – key events in Bible and religious stories.
- Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word reading

- Begin to recognise and read key religious words.
- Read aloud their own sentences using key religious words about Bible and religious stories they have heard.
- Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.

Writing

- Recognise and begin to spell key religious words.
- Write simple phrases and sentences about Bible and religious stories or simple prayers.

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Religious education within understanding the world

Religious education in the people and community around them.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<i>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</i>		
Make visits to their local parish church and their parish priest. Invite the parish priest into class and members of the parish community. Talk about their roles and how they help the community. Talk about what happens when we gather together as a parish for Mass.	Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. Roleplay the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.	Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
Talk about the Sacrament of Baptism. Look at photographs or film clips to retell that when Christians are baptised, they are welcomed into God's family.	Know that we are all in God's family and he made each one of us and loves us all. Baptism is one way of welcoming a person to the parish.	Talk about past and present events in their own lives and in the lives of family members.
Talk about their classroom, the outdoor areas, visit the local park, etc., to see and appreciate God's world around them.	Recognise that God created the world and the natural world around them. Recognise that God gave us gifts to build and make. To be a policeman, lollipop person, etc.	Describe the beauty, awe, and wonder they have seen and talked about.
Listen to a variety of stories that help them to understand and show love, peace, and kindness, saying sorry just as Jesus told us about.	Respond to the stories that give them gifts of peace and love, etc., to use in the world and community around them – roleplay, small world, song etc.	Show sensitivity to others' needs and feelings. Talk about how they and others show feelings.
Listen to a variety of stories about children and families of different faiths and religions.	Respond to different faiths and religions by making, creating artefacts, paintings, etc., to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips, etc.	Talk about their own and others' behaviour and its consequences.

<p>Talk about people who live in other countries around the world. Talk about the similarities and differences.</p>	<p>Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD, Mission Together, Aid for the Church in Need, etc.</p>	<p>Celebrate our neighbours that live near to us and far away. How can we all live happily together?</p>
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RELG: Religious Education Learning Goal

Past and present

- Talk about the lives and roles of the parish priest and people in their local parish.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard.
- Begin to understand the past through settings, people, and events encountered in Bible and religious stories.
- Recognise key people in the history of the people of God.

People, culture, and communities

- Talk about their immediate environment around them, noticing God's wonderful world.
- Build an understanding that they are part of a parish, school, local, and global community.
- Know that they are a child of God. God made them and loves them.
- Recognise experiences of baptism and being welcomed into the Church and parish family.
- Talk about what they know about religious beliefs and listen to the beliefs of others.
- Know some similarities and differences between life in this country and life in other countries.
- Recognise religious signs and symbols.

The natural world

- Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world.
- Talk about the gifts given to people by God that help us to make, build, and work.
- Know some similarities and differences between people and places around the world.
- Know that they are responsible for looking after their world and experience ways in which they can make a change.

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Religious education within expressive arts and design

Religious education through self-expression, creativity, and cultural awareness.

Skills: Identify, name or label something or someone previously seen, heard or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
Teaching and learning through... <i>wonder, awe, playing, exploring, active learning, creating, and thinking critically.</i>		
Through art, artefacts, hymns, psalms, dance, music, and sensory play to recount narratives from Bible stories. Share stories of key figures from the Bible they have read and heard about with peers and their teacher.	Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. Create art, music, or dance to express how a Bible story or psalm makes them feel. Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function that depicts the liturgical season or Bible stories they have heard.	Share the beauty of the art, music, or dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
Retell Bible stories using oral storytelling and small world play people.	Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.	
Sing and perform a range of rhymes, songs, and new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.	Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.	Share their creations and talk about what this represents from their learning.
Recount poems and prayers.		
RELG: Religious Education Learning Goal <p>Creating with materials</p> <ul style="list-style-type: none"> Share their creations and talk about what this represents from their learning. Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Recount Bible stories, poems, and prayers. In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience. 		

Appendix 6 - Guidance for marking and feedback in RE

Always refer to the driver words!

Standard- Driver Words	
AT 1: Knowledge and Understanding Learning about	At 2: Engagement and Response Learning from
Recognise	Talk about
Describe (retell)	Labelling, naming, matching, sorting, Ask
Give reasons	Retelling, sequencing, discussing, recalling, identifying, Make links
Show understanding	Answering questions, describing, making links and connections, investigating, reflecting
Applying ideas, comparing, responding using examples, interpreting	Engage and respond

Spelling and Grammar - only ask pupils to connect key religious vocabulary

e.g. Jesus, _____, _____.

God should be spelt using a capital G.

Even better if tasks examples

"...can you use the religious words to describe further?"

"...Now give reasons to why we do this during Mass."

"...Can you put the pictures in order to retell the story?"

Verbal feedback examples

Can you explain why we do that? Why do we do that at Mass?

I like that you have the story in order but can you use these key words to make it even better?

You've made links to how we worship, can you link it to a Bible story you know?