



RE -KEY STAGE 3 – YEAR 7 – SUBJECT – CURRICULUM SEQUENCE MAP

KEY CURRICULUM INFORMATION- RED- TO KNOW YOU MORE CLEARLY

The curriculum structures

The model curriculum has six components that will be known as branches which might, in practice, map helpfully onto the six half-terms of the school year. 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.

- 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.
- 2. Prophecy and promise:** ‘In many and various ways, God spoke to our ancestors by the prophets’ (Heb 1:1). 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.
- 3. Galilee to Jerusalem:** ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn1:18). 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.
- 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.
- 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.
- 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.

Autumn Term		Spring Term		Summer Term	
Autumn 1 Creation and Covenant	Autumn 2 Prophecy and Promise	Spring 1 Galilee to Jerusalem	Spring 2 Desert to Garden	Summer 1 To the ends of the Earth	Summer 2 Dialogue and Encounter
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
1.1 How do we know about God?	2.1 How do you navigate the Bible?	3.1 What is the Trinity?	4.1 What is the Paschal Mystery?	5.1 What is the Holy Spirit?	6.1 How have councils been important in the Church?
1.2 How should we read the Bible?	2.2 Why is the Bible read in translation?	3.2 How does the Trinity feature in Catholic worship?	4.2 What are the sacraments of the Church?	5.2 What role did the Holy Spirit play in Jesus' life?	6.2 What happened at the Council of Jerusalem?
1.3 What does Genesis 1 teach about creation?	2.3 How is the Bible a library of books?	3.3 What is the incarnation?	4.3 Why was the Last Supper so important?	5.3 How does the Holy Spirit guide people?	6.3 Why are there so many Christian denominations?
1.4 What does Genesis 2 teach about creation?	2.4 What connects the Hebrew Bible and the Old Testament?	3.4 Who is Jesus, Son of God?	4.4 What is the Eucharist?	5.4 Who was St Luke?	6.4 What is ecumenism?
1.5 What are the scientific theories about creation?	2.5 Why is the Old Testament important for Catholics?	3.5 What is Arius teach about Jesus?	4.5 Why are there many names for the Eucharist?	5.5 Why is Pentecost important?	
1.6 What do Catholics believe about the scientific theories of creation?	2.6 What does it mean that scripture is inspired?	3.6 Who is Jesus, Son of Man?	4.6 How is Jesus present in the Eucharist?	5.6 What does the Church teach about the Holy Spirit?	
1.7 What makes humans different to the rest of creation?	2.7 What is sacred scripture and sacred tradition?	3.7 Who is Jesus, the Christ and Son of David?	4.7 Why is the Mass called a sacrifice?	5.7 How did the Holy Spirit guide the earliest Christians?	
1.8 What is our responsibility to others?	2.8 How are scripture, tradition and the magisterium connected?	3.8 Who is Jesus, the Lord?	4.8 Why is the structure of the Mass important?	5.8 What is the Church?	
1.9 What is our responsibility to the world?	2.9 How do Catholics use scripture in Mass?	3.9 How is Jesus the perfect human being?	4.9 How does the structure of the Mass support worship?	5.9 How does the Holy Spirit guide vocation?	
1.10 What is the role of prayer	2.10 How is scripture used in the Rosary?	3.10 Can businesses act selflessly?	4.10 How do Catholics carry Jesus into the world?	5.10 What is the Sacrament of Confirmation?	
1.11 What can we do to protect creation?	2.11 How does the Book of Kells reflect the meaning of scripture?	3.11 What can Catholics learn from Rublev's Trinity?	4.11 What do different Christians believe about the Eucharist?	5.11 How should we live?	
1.12 Can art help Catholics understand creation?	2.12 What are Biblical idioms?	3.12 Who was Father Mychal Judge?	4.12 How can we respond to world hunger?	5.12 How is Pentecost shown through art?	
1.13 What can we learn from Sister Dorothy Strang?			4.13 What can art teach us about the Eucharist?	5.13 How is Pentecost celebrated in different countries?	
4.14 How do processions of the Blessed Sacrament honour Jesus?					
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	Identified assessment tasks in each unit	End of year examination



KEY STAGE 3 – YEAR 7 – DIOCESE EXPECTED OUTCOMES-

UNDERSTAND

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES					
	<p>UNDERSTAND Define what the Catholic Church means by 'revelation' and describe the different ways human beings can come to know God: through the natural light of human reason and through divine revelation (see CCC 31-50). U7.1.1 Recognising that when human beings speak about God that 'words always fall short of the mystery of God' (CCC 42), explain what is meant by speaking of God as the Creator and origin of all being (Acts 17:28). U7.1.2</p> <p>Explain the difference between the literal and 'literalist' sense of scripture (see <i>The Interpretation of the Bible in the Church</i>, p. 82), by describing the literary form and the two different authorial voices in the first two chapters of Genesis. U7.1.3</p> <p>Describe what is meant by calling the Genesis Creation accounts 'symbolic stories' by making relevant</p>	<p>UNDERSTAND U7.2.1. Describe the relationship between scripture, tradition and the magisterium, with reference to <i>Dei Verbum</i> 9. U7.2.2. Show an understanding of the structure of the Bible by being able to accurately find a passage using a Bible reference, recognising that the books of the Bible are written by different human authors and identifying different literary forms within it (e.g., law, prophecy, Gospel, letters). U7.2.3. Identify the original languages of the Bible, recognising that the Bible is read in translation, that there are many different English translations, and understand the difference a translation can make to how a passage is understood. (RVE Bible in Welsh) U7.2.4. Explain what is meant by the canon of scripture, identifying the names and order of the books within it.</p>	<p>UNDERSTAND U7.3.1. Describe Catholic beliefs about Jesus and the incarnation, explaining the Church teaching about why 'the Word became flesh', making links with Articles 2-4 of the Nicene Creed. U7.3.2. Explain what is meant by describing Jesus as 'true God and true man' and why the Church rejected Arius's account of the Son's relationship to the Father. U7.3.3. Explain why the Church describes Jesus as Christ (see CCC 436-440, YC 73), Lord (see CCC 446-451, YC 75), and Only Begotten Son of God (see CCC 441-45, YC 74). U7.3.4. Describe passages from scripture where each of the following titles of Jesus are used: Son of Man, Son of God, Son of David/Christ, and Lord and explain what the use of each title reveals about Jesus, making relevant connections between these titles when applied to Jesus and their use in the Old Testament. U7.3.5. Describe what the Church understands by the</p>	<p>UNDERSTAND U7.4.1. Define a 'sacrament', identifying the seven sacraments, and explain what the Church means when it teaches that the sacraments make present the Paschal mystery of Christ's saving death and resurrection. U7.4.2. Identify the Sacrament of the Eucharist as one of the sacraments of Initiation and explain why the Church describes it as the 'source and summit' of the Christian life. U7.4.3. Describe the ways in which the Church teaches Jesus is present in the celebration of the Eucharist and why his presence in the Blessed Sacrament is described as 'real presence', explaining why it is therefore referred to as the 'Sacrifice of the Mass'. U7.4.4. Recognise that Christ and his saving action is foreshadowed in the Old Testament, by making relevant connections between the Jewish Passover (Ex 12:1-14) and the Last Supper (Lk 22:14-20), with reference to CCC 1340.</p>	<p>UNDERSTAND U7.5.1. Identify what scholarship suggests are the main theological emphases of St Luke's Gospel, describing those passages that show the significance of the Holy Spirit at key moments in Luke-Acts. U7.5.2. Explain what is meant when the Church teaches that the Holy Spirit was 'at work with the Father and the Son from the beginning' (CCC 686), inspiring the authors of both the Old and New Testaments, making links with Article 8 of the Nicene Creed. U7.5.3. Explain why the Church teaches that the Holy Spirit is God, the third person of the Holy Trinity, making links with Article 8 of the Nicene Creed and Gal 4:6. U7.5.4. Describe Luke's account of Pentecost (Acts 2:1-12), explaining what the Church means when she teaches that the 'mission of Christ and the Holy Spirit is brought to completion in the Church'. (See CCC 737.)</p>	<p>UNDERSTAND R7.6.1. Describe and explain how Councils of the Church meet from time to time to address theological questions and that the first of these councils took place at the time of the apostles. (The Council of Jerusalem. Acts 15, Galatians 2.) R7.6.2. Describe and explain that Councils make authoritative statements that clarify matters of faith and morals (dogma) across time and their legacy is recognised by the Church. R7.6.3. Use accurate religious and philosophical vocabulary to show an understanding of how an inability to resolve differences has caused groups to break away from the Church in the past giving reasons for the cause and effects of such disagreement. (RVE) R7.6.4. Define the term 'ecumenism' and describe ways in which Christians give witness to the ecumenical spirit (e.g., actions for social justice; prayer; dialogue; acknowledging the shared</p>

	<p>connections between the first two chapters of Genesis and Catholic beliefs about God, human beings, and Creation. U7.1.4</p> <p>Explain why Catholic teaching rejects both scientism and fundamentalist interpretations of Genesis ('creationism') in its teaching about the beginnings of the Universe and the origin of human beings. U7.1.5</p> <p>Describe what the Church means by 'prayer' and explain why prayer is a feature of many different religions. U7.1.6</p> <p>Making relevant connections with Gen 1:1-2:25 and selected extracts from <i>Laudato Si'</i>, explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84). U7.1.7</p> <p>Explain why Catholic teaching rejects both scientism and creationism in its teaching about the beginnings of the Universe and the origin of human beings. U7.1.5</p>	<p>U7.2.5. Describe the difference between the Old and New Testament and recognise the value the Church places on the Old Testament as an indispensable part of revelation, recognising that many books in the Old Testament also make up the Hebrew scriptures (the Tanakh) of the Jewish people, who arrange and interpret them differently. (RVE)</p> <p>U7.2.6. Explain what it means to say that scripture is inspired and without error (see 2 Tim 3:16-17 & <i>Dei Verbum</i> 11), describing the relationship between God's authorship of Scripture and its human authors.</p> <p>U7.2.7. Describe one of the ways in which Scripture is used in prayer and explain its importance throughout the celebration of Mass, and particularly in the Liturgy of the Word.</p>	<p>doctrine of the Trinity: one God in three Divine Persons, explaining the connection between the doctrines of the Trinity and the incarnation.</p> <p>U7.3.6. Describe the meaning of the phrase 'lex orandi, lex credendi' and give examples to show that Christian prayer is always Trinitarian in character.</p> <p>U7.3.7. Explain why the Church teaches that Jesus is the model of perfect human living, making links with the Catholic Social Teaching principle of the dignity of the human person. (RVE)</p>	<p>U7.4.5. Describe the structure of the Mass, focusing particularly on the Liturgy of Eucharist as the second of the two great parts of the Mass (see CCC 1346), making relevant links to St Justin Martyr's letter to Antoninus Pius, AD 155 (see CCC 1345).</p> <p>U7.4.6. Describe the essential signs and effects of the sacrament, explaining why the sacrament is called 'Eucharist' and the meaning of the other names by which it is known: 'the Breaking of Bread', 'the Lord's Supper', 'Holy Communion', 'Mass'.</p> <p>U7.4.7. Compare and contrast Catholic beliefs about the Eucharist with the beliefs of other Christian denominations about celebrations of the Lord's Supper. (RVE)</p>	<p>U7.5.5. Explain why the Church is referred to as: the People of God (see CCC 781-786); the Body of Christ (see CCC 787-796); the Temple of the Holy Spirit (see CCC 797-799), making links with the doctrine of the Trinity.</p> <p>U7.5.6. Describe the rite of Confirmation (one of the three sacraments of initiation), explaining its origins, meaning and effects, making relevant connections between the Sacrament of Confirmation, Pentecost (Acts 2:1-12), and the symbols of the Holy Spirit.</p>	<p>wisdom of Christian traditions; learning about and understanding the traditions of the Christian communities; living gospel values). (RVE)</p> <p>R7.6.5. Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. (RVE)</p> <p>R7.6.6. Within the religions or worldviews studied, make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others. (RVE)</p>
--	---	---	---	--	--	--

KEY STAGE 3 – YEAR 7 – DIOCESE EXPECTED OUTCOMES-

DISCERN

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES					
	<p>DISCERN</p> <p>D7.1.1. Consider the view that the Genesis accounts of Creation are incompatible with scientific explanations for the origins of human beings and the universe and construct a Catholic response to this. (RVE)</p> <p>D7.1.2. Consider the view that pollution is a necessary consequence of economic development and construct a Catholic response to this view, with reference to <i>Laudato Si'</i> and other relevant teaching. (RVE)</p> <p>D7.1.3. Offer an interpretation of a relevant work of art, making links with Catholic sources and beliefs about Creation. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about Creation.</p> <p>D7.1.4. Investigate the CAFOD LiveSimply Award, assessing the extent to which it represents a good</p>	<p>DISCERN</p> <p>D7.2.1. Consider the view that the Bible is merely a human creation, and construct a Catholic response to this view, with reference to <i>Dei Verbum</i> 9. (RVE)</p> <p>D7.2.2. Assess the extent to which different artistic presentations of Sacred Scripture (such as the <i>Book of Kells</i>, <i>The Lindisfarne Gospels</i>, <i>The Garima Gospels</i>) is an expression both of the Church's teaching about Sacred Scripture and of a particular Christian community's culture.</p> <p>D7.2.3. Consider the view that the words of the text are enough and require no illustrations and construct a Catholic response to this.</p> <p>D7.2.4. Investigate the ways in which the Bible is part of the life of families in their school or local area and assess the extent to which this makes a difference to the members of the family.</p> <p>D7.2.5. Investigate the ways sacred texts are revered in different religious traditions, and the extent to which this has an impact on how members of those</p>	<p>DISCERN</p> <p>D7.3.1. Consider the claim that it is impossible to be fully human and be without sin and construct a Catholic response to this view, with reference to <i>Gaudium et Spes</i> 22, paragraph 2.</p> <p>D7.3.2. Consider the view that Jesus was merely a nice man, and construct a Catholic response to this, with reference to the passages studied.</p> <p>D7.3.3. Offer an interpretation of an artistic expression of the Trinity, making links with the Catholic sources and beliefs about the Trinity. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Trinity.</p> <p>D7.3.4. Consider the claim that artistic expressions of the Trinity are more distorting than helpful in expressing belief about the Trinity and construct a Catholic response to this view.</p>	<p>DISCERN</p> <p>D7.4.1. Consider the view that it is more important to serve the poor than celebrate the Eucharist and construct a Catholic response to this.</p> <p>D7.4.2. Consider the view that the set structure of Mass necessarily removes spontaneity, making it a dull form of worship and construct a Catholic response to this.</p> <p>D7.4.3. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Eucharist. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Eucharist.</p> <p>D7.4.4. Investigate different practices inspired by Catholic Eucharistic beliefs (such as Corpus Christi processions) from around the world and assess the extent to which they are expressions both of</p>	<p>DISCERN</p> <p>D7.5.1. Consider the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this.</p> <p>D7.5.2. Consider the claim that confirmation is not necessary and construct a Catholic response to this.</p> <p>D7.5.3. Consider the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit).</p> <p>D7.5.4. Investigate 'Celebrate', as an example of a Spirit led Catholic Charismatic movement and the extent to which it is a faithful reflection of the role of the Holy Spirit in scripture and the life of the Church.</p> <p>D7.5.5. Investigate the different ways Pentecost is celebrated around the world (e.g., Italy, France, Russia, Poland, Hungary) and assess the extent to which they are expressions both of Catholic beliefs</p>	<p>DISCERN</p> <p>D7.6.1. Consider why there are different Christian denominations and investigate the differences between their beliefs and Catholic beliefs. (RVE)</p> <p>D7.6.2. Consider what needs to happen for Christian unity 'In word and deed we must obey Christ, who expressly will "that they may all be one"' (Jn 17:21) YOUCAT q.131.</p> <p>D7.6.3. Investigate ways in which Christians work together or the common good in their school or local community. (RVE)</p> <p>D7.6.4. Explore how different religious beliefs influence works of art, music, and other creative pathways considering how these reflect sources and beliefs. (RVE)</p> <p>D7.6.5. Use relevant sources of wisdom and authority appropriately as justification, examine the reasons why a council of the Church made a particular decision about a question of doctrine.</p>

	<p>example of a response to Catholic beliefs about stewardship and human dignity.</p> <p>D7.1.5. Investigate the life and work of Sr Dorothy Stang, assessing the extent to which they were a faithful response to Catholic beliefs about stewardship and human dignity.</p>	<p>communities live and work in the world. (RVE)</p>	<p>D7.3.5. Investigate the work of Elizabeth Prout and assess the extent to which her life was modelled on Jesus' example of humble service.</p> <p>D7.3.6. Consider the claim that there are no acts that are truly selfless and construct a Catholic response to this view. (RVE)</p>	<p>Catholic beliefs about the Eucharistic and of a particular Christian community's culture.</p> <p>D7.4.5. Investigate the life of Blessed Carlo Acutis, assessing the extent to which it was a faithful response to Catholic beliefs about the Eucharist.</p> <p>D7.4.6. Investigate the Eucharistic practices of different Christian denominations and assess the extent to which their Churches, artefacts and styles of worship reflect their Eucharistic beliefs.</p>	<p>about the Holy Spirit and of a particular Christian community's culture. (RVE)</p> <p>D7.5.6. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Holy Spirit. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Holy Spirit.</p>	
--	--	--	---	---	--	--

KEY STAGE 3 – YEAR 7 – DIOCESE EXPECTED OUTCOMES-

RESPOND

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
	RED OUTCOMES					
	<p><u>RESPOND</u> R7.1.1. Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it. (RVE) R7.1.2. Consider how they could show solidarity with all creatures and respond to the call to care for our common home. (RVE) R7.1.3. Consider how their response to the artworks studied might inspire them to think or act differently towards Creation. R7.1.4. Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her life and example.</p>	<p><u>RESPOND</u> R7.2.1. Experience using Scripture in prayer and Liturgy. R7.2.2. Create an artistic expression of Scripture that reflects its personal meaning for them. R7.2.3. Consider how their response to the artistic expression of scripture might inspire them to think or act differently towards Scripture. R7.2.4. Reflect on the presence and importance of the Bible, or other sacred texts, in their life or in the life of their families.</p>	<p><u>RESPOND</u> R7.3.1. Consider how Christ came 'not to be served but to serve' (Mk 10:45) and how they could respond to the call to serve God in others. R7.3.2. Reflect on the ways they pray and the titles they use in addressing their prayer to God. R7.3.3. Examine their own outwardly virtuous behaviour and consider whether it is self-serving or selfless. (RVE) R7.3.4. Explore the work of organisations dedicated to humble service (e.g., the Passionists) and consider in what ways they could support this work. (RVE)</p>	<p><u>RESPOND</u> R7.4.1. Reflect on the life of Carlo Acutis and consider how they might be inspired by him. R7.4.2. Reflect on the Catholic belief that Jesus is really present in the Blessed Sacrament and its meaning for them. R7.4.3. Consider the words of dismissal at the end of Mass and how they could respond to the different exhortations that each presents. R7.4.4. Consider how their response to the artwork might influence how they think about the Eucharist and their practice in relation to it.</p>	<p><u>RESPOND</u> R7.5.1. Reflects on the ways in which the Holy Spirit is active in their own life (see YC 120). R7.5.2. Reflect on their own gifts and begin to discern which definite service God may be calling them to in the Church and in the world. R7.5.3. Reflect on their own behaviour, and consider the extent to which it reflects the fruits of the Spirit or the works of the flesh (see Gal 5, YC 120). R7.5.4. Consider the extent to which their own prayer life is Spirit-led.</p>	<p><u>RESPOND</u> R7.6.1. Reflecting on the meaning of what they have learned for their own lives, beginning to consider what they believe to be true and why they believe it. (RVE) R7.6.2. Considering how their own lives and the future of the communities to which they belong could be transformed by interreligious dialogue. R7.6.3. Thinking about the opportunities for dialogue and the barriers to dialogue. (RVE) R7.6.4. Considering how they could act to bring about transformation because of their learning, for example, how could they work with people of divergent worldviews. (RVE)</p>

DIOCESE ASSESSMENT CRITERIA

UNDERSTAND	DISCERN	RESPOND
<p>Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p> <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p>Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions.</p> <ul style="list-style-type: none"> • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker. • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. • Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning. • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p>Reflect on the meaning of what they have learned for their own lives. Begin to explore the experiences and feelings of others, understanding what matters to them and the impact this has on their ways of life.</p> <ul style="list-style-type: none"> • 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.

DIOCESE ASSESSMENT CRITERIA

	UNDERSTAND	DISCERN	RESPOND
AIM	In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites	In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live
SKILLS	In this way of knowing, pupils will deepen their understanding by developing the skills to: <ul style="list-style-type: none"> • Remember and apply the meanings of key texts, beliefs, and concepts. • Provide explanations by making links between religious texts, beliefs, and practices. • Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections 	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: <ul style="list-style-type: none"> • Think creatively and critically, testing ideas by imagining other possibilities. • Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. • Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful. 	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: <ul style="list-style-type: none"> • Reflect on the meaning of what they have learned for their own lives. • Dialogue with others to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
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

MASTERING, SECURING, DEVELOPING CRITERIA

MASTERING

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
MASTERING	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<p><u>UNDERSTAND</u></p> <ul style="list-style-type: none"> • Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others.
	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<p><u>DISCERN</u></p> <p>Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions.

SECURING

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
SECURING	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. 	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. 	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. 	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. 	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. 	UNDERSTAND <ul style="list-style-type: none"> • Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions.
	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. 	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. 	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. 	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. 	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. 	DISCERN <ul style="list-style-type: none"> • Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. • Present an argument for a particular point of view, showing an awareness of different views. • Assessing the relative validity of different arguments. • Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them.

DEVELOPING

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
DEVELOPING	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>	<p><u>UNDERSTAND</u> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture.</p>
	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>	<p><u>DISCERN</u> Play with possibilities, asking ‘what if?’ questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people’s responses to these questions. • Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker.</p>