



RE -KEY STAGE 3 – YEAR 8 – SUBJECT – CURRICULUM SEQUENCE MAP

KEY CURRICULUM INFORMATION- 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.

Year 8 Summary

In this year, pupils will consider some of the existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death.

They begin by looking at the account of the Fall in Genesis 3 and the implications this has for human beings and the world, coming to an understanding of what the Church means when it speaks of 'original sin' and how this is distinguished from 'personal sin'.

This is followed in branch 2 by an examination of how God tried to deal with faithless humanity by holding out the promise of a new covenant and a coming messiah who would restore human beings to covenant fidelity.

Branch 3 presents us with Jesus who, as the announcer of the reign of God, holds out signs of what this final restoration of all things will look like in his treatment of sinners and outcasts, in his parables of the kingdom, and in his miracles.

Branch 4 deals explicitly with the mystery of suffering, or the problem of evil as it is sometimes called, and places this in the light of an understanding of suffering that has been transformed by the passion, death, and Resurrection of Jesus.

Branch 5, students will look to the final consummation of all things and the end to all suffering as death is defeated in the Resurrection of Jesus, the first-born from the dead.



KEY STAGE 3 – YEAR 8 – 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	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p><u>UNDERSTAND</u></p> <p>U8.1.1. Describe the difference between original sin and personal sin, making relevant links with the account of the Fall in Genesis 3, offering interpretations of its figurative elements.</p> <p>U8.1.2. Explain why the belief that human beings are created in the image and likeness of God implies that they have freedom and responsibility, making links between the Creation accounts (Genesis 1-2) and the Fall (Genesis 3).</p> <p>U8.1.3. Describe what is meant by 'covenant', with reference to the Sinai covenant and explain why binding commitments are a necessary part of covenants (see Deuteronomy 30:15, 19; CCC 1696; Jn 14:15), making links between the decalogue and the greatest commandment.</p> <p>U8.1.4. Describe what is meant by 'conscience' and explain why the Church teaches that the certain judgement of conscience must always be followed and that human beings have a duty to inform their conscience.</p>	<p><u>UNDERSTAND</u></p> <p>U8.2.1. Describe the pattern of prophetic texts in the Bible, with reference to one biblical prophet (e.g., Isaiah Is 6:1-13, Ez 2:1-3:15 or Jer 1:1-10) and explain what is meant by describing a prophetic text as messianic, with reference to one prophetic text (e.g., Isaiah Is 11:1-10).</p> <p>U8.2.2. Describe common prophetic themes with reference to the life and work of one biblical prophet, e.g., call to repentance (Am 5:14-15); critique of the rich and the call to care for the poor (Am 6:1-7, 7:4-8); criticism of external religion (Am 5:21-27); warning and promise (Am 6:16-17, 9:11-15); use of parables and images (Am 7:7-9); a remnant preserved (Am 5:14-15, 9:8-15); God as judge of all nations (Am 1-2).</p> <p>U8.2.3. Describe the ways in which the ministry of John the Baptist mirrors the pattern of call, message and fulfilment, with reference to Lk 1:5-25, 67-80; 3:1-22, recognising that there is a cycle of prophecy pointing to Christ that begins with Elijah</p>	<p><u>UNDERSTAND</u></p> <p>U8.3.1. Describe one example from the gospels of Jesus' encounters with those on the margins (sinners; the ritually unclean; gentiles; women; the neglected; and the sick), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience.</p> <p>U8.3.2. Show understanding at least one parable relating to: (i) Kingdom growth (e.g., Mk 4:1-9); (ii) mercy (e.g., Lk 15:11-32); (iii) eschatology (e.g., Matt 25:31-46), explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context and audience.</p> <p>U8.3.3. Show understanding of at least one miracle, explaining how it shows either Jesus' power: (i) over evil (e.g., Mk 5:1-20); or (ii) over sickness (e.g., Mk 2:1-12); or (iii) over death (e.g., Mk 5:21-24, 35-43); or (iv) over nature (e.g. Mk 4:35-41).</p> <p>U8.3.4. Describe what is meant by the moral sense of scripture, explaining how</p>	<p><u>UNDERSTAND</u></p> <p>U8.4.1. Describe the suffering of Jesus in Mk 14:32-15:39, making links with the Servant in the Fourth Servant Song Is 52:13-53:12. U8.4.2. Recognise human beings have always pondered the mystery of suffering and evil (see CCC 309 1500-02) and describe the distinction between physical suffering and moral suffering (e.g., worry, fear, loneliness). (RVE)</p> <p>U8.4.3. Describe some of the ways the Old Testament contemplates the meaning of suffering and evil, including the belief that the disobedience of our first parents resulted in the tragic consequences of evil (physical and moral), suffering, and death (CCC 400-02). U8.4.4. Describe how the Church responds to the mystery of suffering and death with reference to the belief that when united with Jesus, a person's suffering can be offered for the sake of others (see Colossians 1:24, CCC 1521). U8.4.5. Describe how the Church enters into the Paschal mystery of Christ's death and resurrection, by explaining the meaning of one symbol</p>	<p><u>UNDERSTAND</u></p> <p>U8.5.1. Describe one of the accounts of the Resurrection, explaining the literal sense of one of the scripture passages studied, including a recognition of the role of author, literary form, context, and audience.</p> <p>U8.5.2. With reference to St Paul's teaching about the resurrection of the dead in 1 Cor 15:1-58, explain why the resurrection is the central and crowning truth of the Christian faith.</p> <p>U8.5.3. Explain why the empty tomb is an important part of resurrection belief for Catholics, making links with the Resurrection accounts that show the reality of Jesus' physical resurrection.</p> <p>U8.5.4. Describe Catholic beliefs about the Resurrection of Jesus, making links to Catholic beliefs about what happens to a person after they die, including reference to the four last things. U8.5.5. Describe the main elements of a Catholic funeral rite, making links with Catholic beliefs about the resurrection of the body and life everlasting.</p> <p>U8.5.6. Explain why the Church teaches that baptism</p>	<p><u>UNDERSTAND</u></p> <p>U8.6.1. Use a range of contextually accurate religious vocabulary to show some understanding of the concentric circles model of dialogue found in Ecclesiam Suam (97-8, 106-109, 111-113). (RVE)</p> <p>U8.6.2. Use accurate vocabulary to describe some things about one Catholic Church other than the Latin Church, and the tradition to which it belongs. U8.6.3. 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>U8.6.4. Within the religions or worldviews studied, make relevant connections between different areas of study (belief, sources, structures, prayer, religious practices, and life), showing how one area influences others. (RVE)</p>

	<p>U8.1.5. Describe the rite of Baptism (one of the three sacraments of initiation), explaining its origins, meaning and effects, making relevant connections between the Sacrament of Baptism and the Fall (Genesis 3).</p>	<p>and is concluded in John the Baptist (see CCC 717-719).</p> <p>U8.2.4. Describe the ways in which lay people are called, through their baptism, to be witnesses to Christ in the world, by participating in the threefold office of Christ as priest, prophet and king (CCC 942).</p> <p>U8.2.5. Describe one of the ways in which the Church reflects on the importance of the prophetic texts in the Liturgy of the Church and popular devotions during Advent.</p>	<p>through the care he shows for the lost, the sick and the outcast, Jesus also reveals something about who he is and God's special care for marginalised people, making links with the Catholic belief that the kingdom belongs especially to the poor and the lowly.</p> <p>U8.3.5. Make relevant connections between the parables and miracles of Jesus, Catholic beliefs about the Kingdom and the belief the Church is both 'the kingdom of Christ now present in mystery' (LG 3) and the 'seed and beginning of this kingdom' (CCC 567, 669).</p> <p>U8.3.6. Describe the rite of the Anointing of the Sick (one of two sacraments of healing), explaining its origins, meaning and effects, making relevant connections between the Anointing of the Sick and the kingdom passages studied, with reference to CCC 1504-05.</p>	<p>used in the Triduum liturgies that link to Catholic beliefs about the mystery of Christ's passion, death, and resurrection (e.g., Procession to the altar of repose, the veneration of the cross, the Easter fire).</p> <p>U8.4.6. Describe how and explain why Christians should practise the disciplines of fasting, almsgiving, and prayer, particularly during the season of Lent.</p> <p>U8.4.7. Describe the rite of the Sacrament of Penance (one of two sacraments of healing), explaining its origins, meaning and effects, why it is of particular importance during the season of Lent, making links with the importance of both active (penance) and passive mortification (offering up).</p>	<p>is necessary for salvation, making links with the use of holy water during the reception of a body into Church, and describe what is meant by a 'baptism of desire'.</p>	
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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	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p><u>DISCERN</u></p> <p>D8.1.1. Consider the claim that original sin is the only Christian doctrine for which there is empirical evidence. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.1.2. Consider the claim that rules are a necessary part of freedom. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.1.3. Consider the claim that the baptism of babies makes no sense as they are not guilty of any personal sins. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.1.4. Investigate the application of the Ten Commandments in the contemporary context, assessing the extent to which the commandments are still relevant today.</p>	<p><u>DISCERN</u></p> <p>D8.2.1. Consider the claim that the words of the prophets are not relevant today. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about prophecy), weighing the strengths and weaknesses of the arguments.</p> <p>D8.2.2. Consider the claim that you can only speak with a prophetic voice if you are a Christian. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about prophecy), weighing the strengths and weaknesses of the arguments.</p> <p>D8.2.3. Investigate the life of a person who spoke the truth, for truth's sake, at cost to themselves and for the good of others and assess the extent to which their lives mirrored patterns of biblical prophecy. (RVE)</p> <p>D8.2.4. Investigate the different ways Advent is</p>	<p><u>DISCERN</u></p> <p>U8.3.1. Consider the claim Jesus was merely an earthly leader who sought religious and political change. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the kingdom), weighing the strengths and weaknesses of the arguments.</p> <p>U8.3.2. Consider the claim that science has disproved miracles. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>U8.3.3. Consider the view that the only care a sick person needs is medical and construct a Catholic response to this view, with reference to the corporal and spiritual works of mercy. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>pilgrimages to Lourdes and assess the extent to which</p>	<p><u>DISCERN</u></p> <p>D8.4.1. Consider the view that there is no need for the Sacrament of Reconciliation. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.4.2. Consider the claim that a good and loving God would never allow the innocent to suffer. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. (RVE)</p> <p>D8.4.3. Consider the claim that euthanasia is the most compassionate response to those suffering from a terminal illness. Present arguments for and against the claim, including a Catholic response (with reference to the Art of Dying Well), weighing the strengths and weaknesses of the arguments.</p> <p>D8.4.4. Explore the development of the artistic representations of the crucifix through time and make links with the different</p>	<p><u>DISCERN</u></p> <p>D8.5.1. Consider the view that human beings are merely physical and do not have souls. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments. (RVE)</p> <p>D8.5.2. Consider the view that life after death is a contradiction in terms. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.5.3. Consider the claim that a belief in purgatory is contrary to the scriptural witness regarding the four last things. Present arguments for and against the claim, including a Catholic response, weighing the strengths and weaknesses of the arguments.</p> <p>D8.5.4. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs, and practices related to the resurrection and life after death. Compare and contrast it with another relevant artwork. Discuss what the</p>	<p><u>DISCERN</u></p> <p>D8.6.1. Using the concentric model of dialogue as a source of wisdom, assess the argument of the benefits of dialogue (i.e., that all people have equal dignity and can, with goodwill, work together towards peace).</p> <p>D8.6.2. Asking 'what if' questions about the purpose of dialogue, especially between people or groups with radically different worldviews, critically engaging with different people's points of view. (RVE)</p> <p>D8.6.3. Considering the barriers that might exist for interreligious dialogue.</p> <p>D8.6.4. Demonstrating an understanding of the Eastern Catholic Churches, especially those present in England and Wales and how they each have a different liturgical, spiritual and disciplinary heritage within the Universal Catholic Church. (RVE)</p> <p>D8.6.5. Exploring how these different traditions influence works of art, music and other creative pathways considering how these reflect sources and beliefs. (RVE)</p>

	<p>D8.1.5. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to conscience. 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 conscience.</p> <p>D8.1.6. Investigate the life of a person who stood up to unjust laws and assess the extent to which their lives bore witness to the Catholic teaching on the inviolability of conscience. (RVE)</p>	<p>celebrated around the world (e.g., Las Posadas, Santons, Szopka, Nativity plays) and assess the extent to which they are expressions both of Catholic beliefs about Advent and of a particular Christian community's culture. (RVE)</p> <p>D8.2.5. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to Advent or Advent devotions. 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 Advent.</p>	<p>they are faithful manifestations of the corporal and spiritual works of mercy.</p> <p>U8.3.6. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the kingdom. 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 kingdom.</p>	<p>beliefs these express about the meaning of suffering.</p> <p>D8.4.5. Investigate the different ways Lent is celebrated around the world (e.g., Green Thursday, La Samaritana, Oberammergau) and assess the extent to which they are expressions both of Catholic beliefs about the meaning of suffering and of a particular Christian community's culture.</p>	<p>makers could have intended to communicate and how effectively each conveys Catholic beliefs about resurrection and life eternal.</p> <p>D8.5.5. Investigate the different ways funerals are celebrated around the world and assess the extent to which they are expressions both of Catholic beliefs about resurrection and life eternal, and of a particular Christian community's culture.</p>	
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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	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES	RED OUTCOMES
	<p><u>RESPOND</u></p> <p>R8.1.1. Consider the ways in which they could live up to the challenges presented by the Ten Commandments.</p> <p>R8.1.2. Reflect on ways in which rules set them free. (RVE)</p> <p>R8.1.3. In light of the example of a person studied, consider the ways in which they could stand up for conscience in the face of unjust, coercive power in their own context. (RVE)</p> <p>R8.1.4. Consider how their response to the artwork might inspire them to think or act differently in relation to issues of conscience. (RVE)</p>	<p><u>RESPOND</u></p> <p>R8.2.1. Consider how they could respond to the call to be priests, prophet and king in their own life.</p> <p>R8.2.2. Reflect on a time in their own life when they have had to speak the truth for the sake of others to their own cost. (RVE)</p> <p>R8.2.3. Create a piece of art that helps a Christian participate in the Advent season of waiting.</p> <p>R8.2.4. Reflect on the Advent traditions of their own family, culture, or community and consider how this helps them to participate in the Advent season of waiting. (RVE)</p>	<p><u>RESPOND</u></p> <p>R8.3.1. Consider the change of personal perspective and priorities when earthly life is seen as a pilgrim journey rather than an end in itself. (RVE)</p> <p>R8.3.2. Compare their own and others' responses to questions about the possibility of miracles, leading to reasonable explanations of their own and others' views, in the light of the texts studied. (RVE)</p> <p>R8.3.3. Explore the work of organisations dedicated to reaching out to marginalised people (e.g., SVP /The Passage, Missio, International Prison Outreach, Pax Christi) and consider in what ways they could support this work.</p> <p>R8.3.4. Consider how their response to the artwork might inspire them to think or act differently towards marginalised people. (RVE)</p>	<p><u>RESPOND</u></p> <p>R8.4.1. Consider what the Lenten emphasis on self-denial and self-giving means for them, and ways in which they could respond. R8.4.2. Reflect on an example of when challenges and difficulties have led to personal growth. (RVE)</p> <p>Model curriculum 223 2.4</p> <p>R8.4.3. Participate in the celebration of the Triduum at their local parish. R8.4.4. Explore the work of organisations dedicated to helping people to die well and consider in what ways they could support this work. (RVE)</p>	<p><u>RESPOND</u></p> <p>R8.5.1. Investigate popular beliefs, or the beliefs of family members, about what happens to a person after they die, comparing these with the Catholic teachings. (RVE)</p> <p>R8.5.2. Reflect on their own experience of attending a funeral service and the extent to which the symbols and rituals were a source of comfort or hope. R8.5.3. Reflect on their own experience of visiting the graves of loved ones, and the reasons why human beings treat the remains of their dead loved ones with respect. R8.5.4. Consider their own beliefs about what happens to a person after they die, and how this affects the way they live their lives now. (RVE)</p>	<p><u>RESPOND</u></p> <p>R8.6.1. Considering the personal qualities needed to engage in interreligious dialogue. (RVE)</p> <p>R8.6.2. Reflecting on the personal barriers they might experience in encountering people who have a different religion or worldview. (RVE)</p> <p>R8.6.3. Reflecting on the common aims all people can work towards and how this could transform their local community. (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	<p><u>UNDERSTAND</u></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. 	<p><u>UNDERSTAND</u></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. 	<p><u>UNDERSTAND</u></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. 	<p><u>UNDERSTAND</u></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. 	<p><u>UNDERSTAND</u></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. 	<p><u>UNDERSTAND</u></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.
	<p><u>DISCERN</u></p> <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. 	<p><u>DISCERN</u></p> <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. 	<p><u>DISCERN</u></p> <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. 	<p><u>DISCERN</u></p> <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. 	<p><u>DISCERN</u></p> <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. 	<p><u>DISCERN</u></p> <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.</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.</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.</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.</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.</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.</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. 	<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. 	<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. 	<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. 	<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. 	<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.