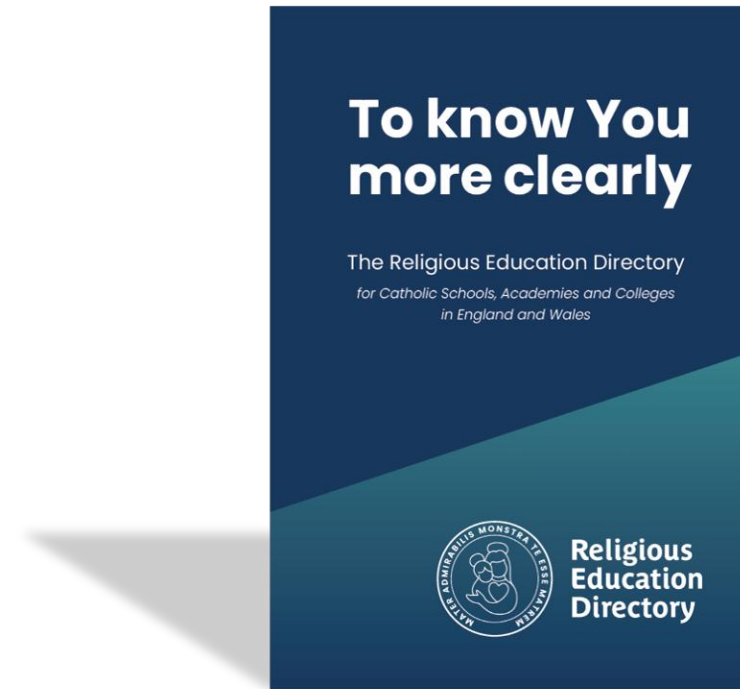




RED Update training

Year 5 and Year 6 teachers
WiFi : Diocese1924

Support for Year 5 and Y6 teachers rolling out RED in 2025-2026

Today we will:

- Share an overview of the model curriculum highlighting the major changes from the previous Curriculum Directory
- Look at where language and terminology have stayed the same from previous schemes and age-related standards
- Become familiar with materials from the scheme of work chosen by your school
- Start to look briefly at Branches 1 and 2: Creation and Covenant, Prophecy and Promise
- Set dates and venues for Twilight cluster meetings

Opening Prayer

A reading from the first letter of Peter (4:10-11)

Let us pray together:

Holy Spirit, breathe new life into us and fire us with enthusiasm for all that is good. Keep in us a sense of wonder at the marvels of life and leads us to be generous and wise towards all those in our care. Remind us now that you are with us and pray within us, we ask you, as we gather in the name of Jesus.
Amen



Structure of the curriculum

The Six Branches

Creation & Covenant

Prophecy & Promise

Galilee to Jerusalem

Desert to Garden

To the Ends of the Earth

Dialogue and Encounter

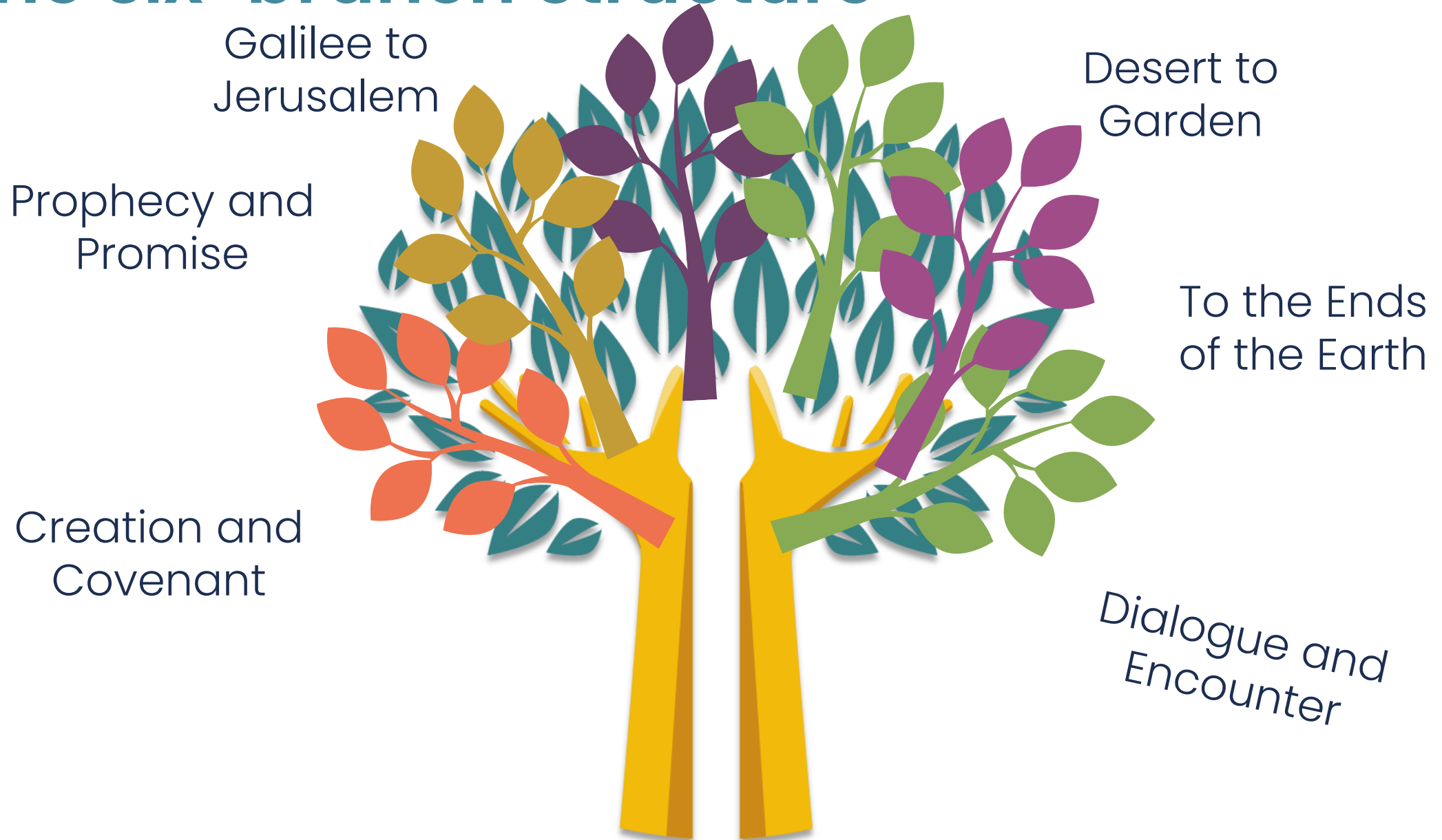
**What will
pupils learn?**

***Knowledge
Lenses***

**How will pupils
learn, develop
skills and make
progress?**

***Ways of
Knowing***

The six-branch structure



New language /familiar content



Knowledge lenses

Study of Catholicism

- HEAR
- BELIEVE
- CELEBRATE
- LIVE

Study of other religions and world views

- Dialogue
- Encounter

Hear

- It is called 'Hear' because it focuses on the Word of God which we hear...
- One of the goals of the RED is to ensure that a proper study of Sacred Scripture is at the heart of religious education...
- Reading the Bible is not easy; teaching it is more difficult...





Hear in Branch 1

Year 5

By the end of this unit of study, pupils will hear the following key texts: 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)
- Jesus' summary of the law (Matt 22:36-40)

Year 6

By the end of this unit of study, pupils will hear the following key texts:

- The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7, 9-13, 17-19)
- Jn 1:1-5, 16-18
- The Nicene Creed
- Laudato Si' 66-67

By the end of this unit of study, pupils will know:

- The literary forms employed in the Genesis account.
- The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159)

Creation and Covenant through the Hear Lens.

Y6 : By the end of this unit of study, pupils will hear the following key texts:

- The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19)
- Jn 1:1-5, 16-18
- The Nicene Creed
- Laudato Si' 66-67

By the end of this unit of study, pupils will know:

- The literary forms employed in the Genesis account
- The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159)

Y3 : By the end of this unit of study, pupils will know: By the end of this unit of study, pupils will know:

- That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world
- That in the first account of the Creation one day is 'made holy' (Gen 2:3)
- That the Church teaches that 'Creation is the common work of the Holy Trinity'

By the end of this unit of study pupils will have encountered the following key texts:

- The first account of the Creation, Genesis 1:1-2:4
- Extracts from either Psalm 8 or 19 in praise of Creation
- In an age-appropriate way, LS 66 and 88

EYFS:

By the end of this unit of study, pupils will have studied the following key texts:

- The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world
- The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'
- An introduction to the ideas presented in Laudato Si' 13

Y5:By the end of this unit of study, pupils will hear the following key texts::

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)
- Jesus' summary of the law (Matt 22:36-40)

Y4: By the end of this unit of study, pupils will hear :

- The story of Abraham, focusing on the following key texts:
- The call of Abram (Gen 12:1-5) • The Abrahamic covenant (Gen 15:1-6) • Abraham and Sarah (Gen 18:1-15)
- Abraham and Isaac (Gen 22:1-18)
- (Optional) The story of Joseph, focusing on the following key texts:153 • Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20

By the end of this unit of study, pupils will know some facts about:

- The historical, cultural, and religious context out of which Abraham was called
- The importance of understanding historical context to appreciate the literal sense of biblical stories

Y2: By the end of this unit of study, pupils will have encountered the following key texts: • The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145

- LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!'
- Psalm 139146 in praise of God's Creation of each of us and his love for us

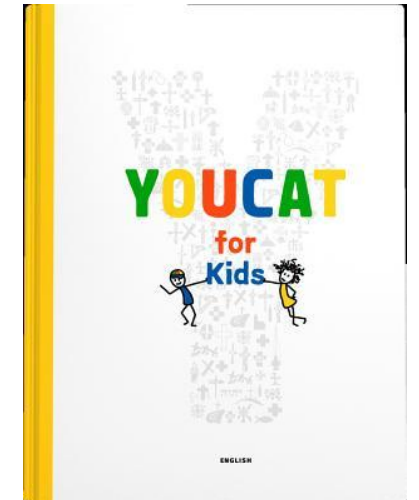
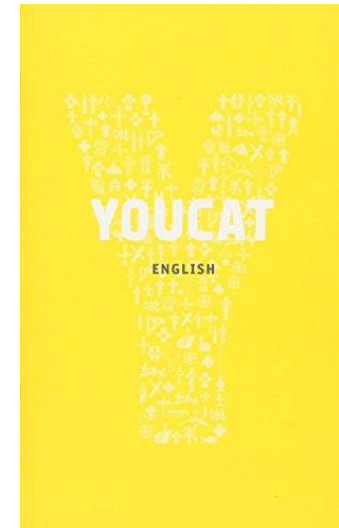
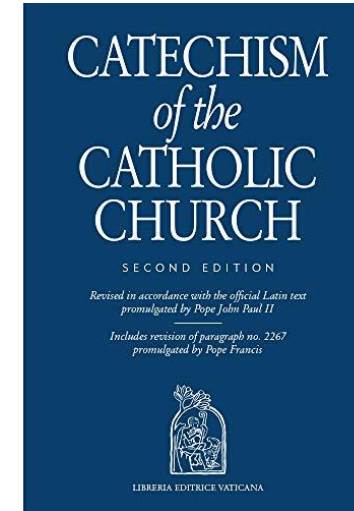
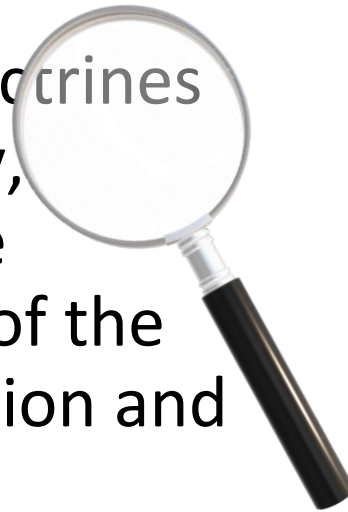
Y1 By the end of this unit of study, pupils will have studied the following key texts:

- The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world
- The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'
- An introduction to the ideas presented in Laudato Si' 13



Believe

- It is called 'believe' because it focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches...
- In this lens we look at those doctrines that constitute our faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary, and salvation and eternal life.





Believe in Branch 1

Year 5

By the end of this unit of study, pupils will know that the Church teaches that:

- A covenant is a binding agreement between God and human beings, which makes them his people.
- God made several covenants throughout history – with Noah, Abraham, Moses, and David.
- God gives the Ten Commandments to help human beings live good and happy lives
- Jesus teaches that the most important commandments are to love God and to love other people
- Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: ‘We profoundly belong together and are fundamentally dependent on one another’ (YC 321))

Year 6

By the end of this unit of study, pupils will know that the Church teaches that:

- The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22)
- In Jesus, God restored humanity’s relationship with him.
- Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit.
- Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.

Creation and Covenant through the Believe Lens.

Y6: By the end of this unit of study, pupils will know that the Church teaches that:

- The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YcFk 22)
- In Jesus, God restored humanity's relationship with him
- Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit
- Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution

Y4: By the end of this unit of study, students will know that the Church teaches that:

- God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity
- Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life
- Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity
- Abraham is a model of how to pray

Y2: By the end of this unit of study, pupils will know that the Church teaches:

- God makes a covenant (promise) with Noah to save all living things
- That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin
- The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God
- That the Christian Bible is split into two parts, the Old Testament, and the New Testament

EYFS: God made me. God loves me. God loves everyone. God made the wonderful world (preschool).

R: God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. **CST** God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! **Stewardship**

Y5: By the end of this unit of study, pupils will know that the Church teaches that:

- A covenant is a binding agreement between God and human beings, which makes them his people
- God made several covenants throughout history – with Noah, Abraham, Moses, and David.
- God gives the Ten Commandments to help human beings live good and happy lives
- That Jesus teaches that the most important commandments are to love God and to love other people
- Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another' (YC 321)

Y3: By the end of this unit of study, pupils will know that the Church teaches that:

- God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).
- That all human beings are made in God's image and all people have dignity and are created equal
- A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love
- The dignity of all human beings is one of the principles of Catholic Social Teaching

Y1: By the end of this unit of study, pupils will know that the Church teaches:

- That all that is comes from God. • God is our Father
- God's love and care for humanity is experienced through the beauty and order of Creation
- Prayer is a way we draw closer to God

Celebrate

- It is called 'celebrate' because it deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation.
- A study of Christian prayer is included in this lens because in the liturgy, all Christian prayer finds its source and goal. For the Church, prayer and liturgy are intimately connected.
- In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacramentals.





Celebrate in Branch 1

Year 5

By the end of this unit of study, pupils will know:

- That sin is the deliberate spoiling of our friendship with God and each other
- We can develop habits that will help us accomplish what is good. These habits are called virtues
- Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love

Year 6

By the end of this unit of study, pupils will know:

- The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ
- The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith

Creation and Covenant through the Celebrate Lens.

Y6: By the end of this unit of study, pupils will know:

- The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ
- The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith

Y4: By the end of this unit of study, pupils will know:

- Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)

Y2: By the end of this unit of study, pupils will know:

- Psalms are prayers to praise God.
- Sacraments are living signs of Jesus' love for all people
- Baptism is the first sacrament which welcomes people into the Christian family

Y5: By the end of this unit of study, pupils will know:

- That sin is the deliberate spoiling of our friendship with God and each other.
- We can develop habits that will help us accomplish what is good. These habits are called virtues.
- Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love

Y3: By the end of this unit of study, pupils will know:

- Extracts from a psalm of Creation.
- How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si')

Y1: By the end of this unit of study, pupils will know:

- That praying is a way people draw close to God.
- That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him

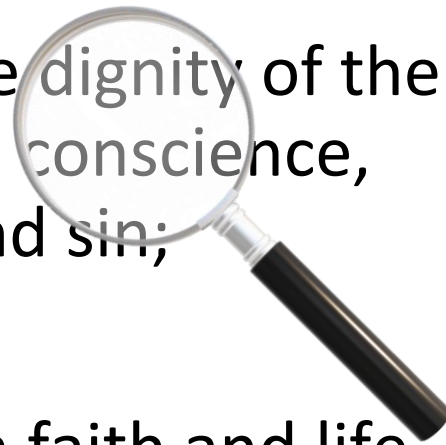
EYFS: The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world (preschool)

R: Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.



Live

- It is called 'live' because it focuses on the impact of faith on how Christians live.
- In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin;
- Catholic Social Teaching;
- the relationship between faith and life as expressed in art, in culture,
- the lives of those who are exemplars of Christian living: the saints





Live in Branch 1

Year 5

By the end of this unit of study, pupils will know:

- Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love)
- What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds))

Year 6

By the end of this unit of study, pupils will know:

- Many scientists are Christians and they do not see any conflict between their faith and science
- The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69)

Creation and Covenant through the Live Lens.



Y6: By the end of this unit of study, pupils will know:

- Many scientists are Christians, and they do not see any conflict between their faith and science.
- The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69).

Y4: By the end of this unit of study, pupils will know:

- The virtues of faith, hope, and love.
- The life and work 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

Y2: By the end of this unit of study, pupils will know:

- Ways in which we can show care for God's world (stewardship) as part of our care for each other.
- How a baby is baptised in the Catholic Church

Y5: By the end of this unit of study, pupils will know that the Church teaches that:

- Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love)
- What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds))

Y3: By the end of this unit of study, pupils will know:

- Ways in which we can show care for God's world (stewardship) as part of our care for each other.
- Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.

Y1: By the end of this unit of study, pupils will know that the Church teaches:

- God wants us to love and care for the world because the world is God's gift to us.
- Caring for the world is one of the ways we love and care for each other.

By the end of this unit of study, pupils will explore:

- How a community in another part of the world cares for Creation

EYFS: Look after me. Look after God's world (preschool)

R: Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. **The Dignity of the Human Person**

A few minutes to digest



Knowledge lenses

Study of Catholicism

- HEAR
- BELIEVE
- CELEBRATE
- LIVE

Dialogue

- It is called 'dialogue' because it focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world
- It is an exemplification of the Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions, and between Catholicism and non-religious or atheistic worldviews



Dialogue in Branch 1

Year 5

By the end of this unit of study, pupils will know that the Church teaches:

- The many different writers of the Bible were inspired by the Holy Spirit.
- What Christians call the Old Testament originates in Hebrew scriptures.
- The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.

By the end of this unit of study, pupils will know:

- The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.
- God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity

Year 6

By the end of this unit of study, pupils will know that the Church teaches:

- That Catholics should work to promote 'unity and love' (Nostra Aetate 1 among all people
- That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65).
- That Christians are responsible for promoting the common good.

By the end of this unit of study, pupils will know:

- Some practical ways in which people can work together towards common goals.
- The term 'worldview' and its meaning

Dialogue

Y6: By the end of this unit of study, pupils will know that the Church teaches:

- That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people.
- That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65).
- That Christians are responsible for promoting the common good. By the end of this unit of study, pupils will know:
 - Some practical ways in which people can work together towards common goals.
 - The term 'worldview' and its meaning

Y4: By the end of this unit of study, pupils will hear the following key texts:

- The road to Damascus (Acts 9:3-9, 17-19) The first letter to the Corinthians (1 Cor 13:1-7,13)
- **Teachers should choose additional texts about the mission of St Paul, for example:**
 - Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24
 - 2 Cor 11:22-23 • Galatians 3:27-28

By the end of this unit of study, pupils will know:

- There are different traditions in the Liturgy of the Church*
- Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible.

By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.

Y2: Dialogue: By the end of this unit of study, pupils will have encountered the following key text:

- The parable of the Good Samaritan (Lk 10:25-37)

By the end of this unit of study, pupils will know that the Church teaches:

- Christians should collaborate in service of humanity.

By the end of this unit of study, pupils will know about Christianity locally through:

- Learning about their local Christian community.
- Learning about ways Christians where they live come together to support the local community.

Y5: By the end of this unit of study, pupils will know that the Church teaches:

- The many different writers of the Bible were inspired by the Holy Spirit.
- What Christians call the Old Testament originates in Hebrew scriptures.
- The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity

By the end of this unit of study, pupils will know:

- The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.
- God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity

Y3: By the end of this unit of study, pupils will have encountered the following key text:

- Exodus 12:1-8,15-20, 13:3
- Lk 22:14-23

By the end of this unit of study, pupils will know that the Church teaches:

- For Christians, the Eucharist is linked with the Jewish celebration of Passover

Y1: Dialogue: By the end of this unit of study pupils will know that the Church teaches:

- The Church is the community of all those who belong to Christ.
- The cross is a symbol of Christianity.
- The shortest summary of the Catholic faith is the sign of the cross.

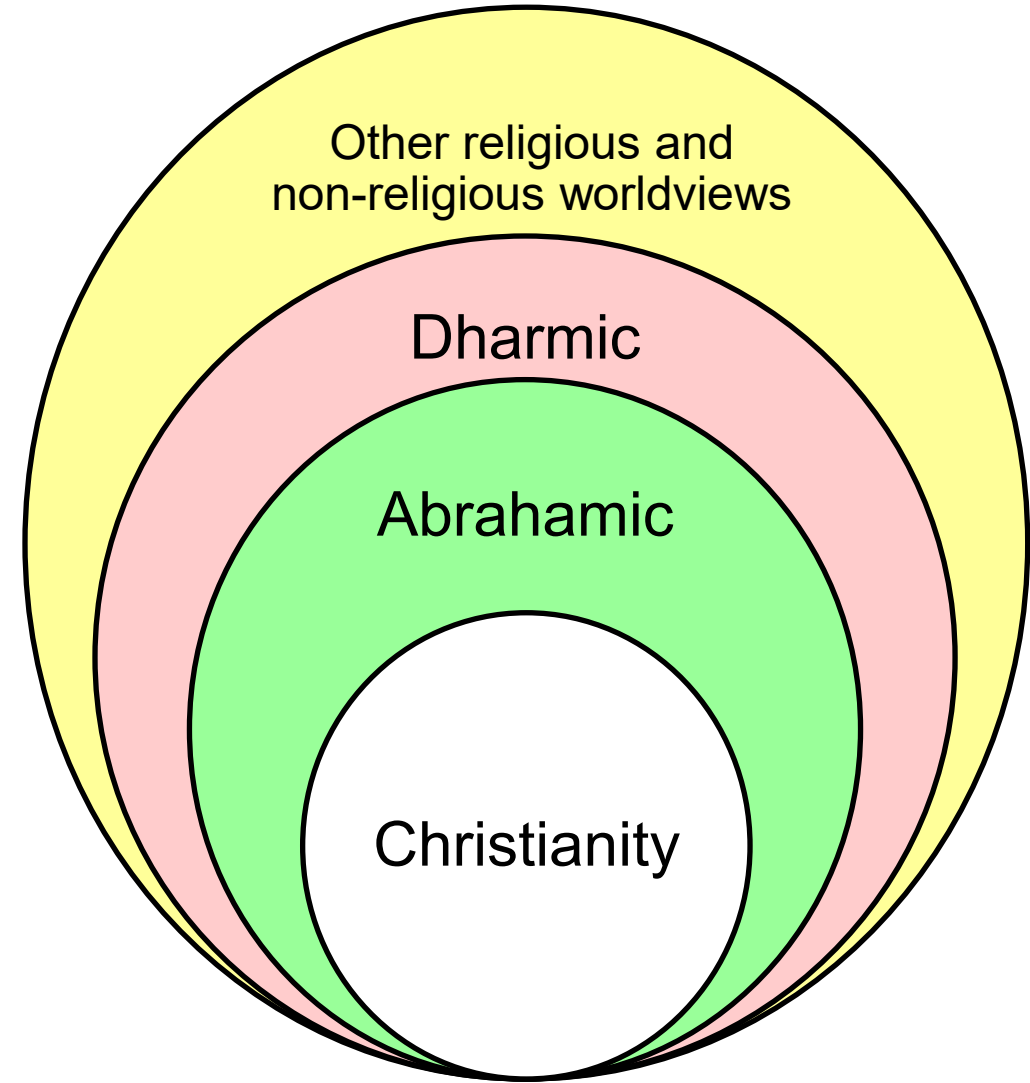
By the end of this unit of study, pupils will know about Christianity locally through:

- Learning about their local parish community.
- Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish

EYFS: Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition

Encounter

- In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils are also expected to engage in a discrete study of other faiths, religions, and worldviews
- This is partly because of the Church's own commitment to dialogue, partly also because to love our neighbour is also to respect and esteem his or her culture, and finally because to enter into dialogue is a means of learning how to live peaceably with difference.
- Therefore, as they progress through school, pupils will study:
 - Other Christian denominations
 - Judaism
 - Islam
 - Dharmic religions and pathways
 - Other religions and worldviews, including non-religious worldview



Encounter in Branch 1

Year 5

By the end of this unit of study, pupils will have encountered the following:

- That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature
- That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator
- Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One')
- A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case

Year 6

By the end of this unit of study, pupils will have encountered the following:

- Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism)

Encounter

Y6: By the end of this unit of study, pupils will have encountered the following:

- Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism).

Y4

- Know some facts about the five pillars of Islam.
- Understand some ways Muslims in Britain today live out their beliefs.

Y2: By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple 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).

- Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts)
- Listen to the religious experiences of others from different communities in the class and the local area

EYFS: Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding

Y5: By the end of this unit of study, pupils will have encountered the following:

- That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., <https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/>).
- That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.
- Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One').
- A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case

Y3: By the end of this unit of study, pupils will have encountered the following:

- Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.

By the end of this unit of study, pupils will have encountered the following:

- Recognise links and simple 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.).
- Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music

Y1: By the end of this unit of study, pupils will have encountered the following:

- Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life



A few minutes to digest



Knowledge lenses

Study of other religions and world views

- Dialogue
- Encounter

New language/ familiar language

Ways of Knowing



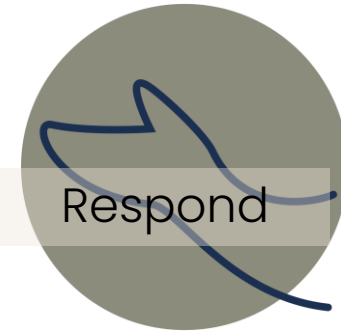
Understand

Show understanding of scripture passages...
Use specialist vocabulary to describe and explain...



Discern

Play with possibilities...
Appreciate differing points of view...
Articulate reasons...



Respond

Reflect on the meaning of...
Consider how...

- The Ways of Knowing describe the skills that pupils develop as they progress through the religious education curriculum.
- These Ways of Knowing supersede both the Age-related Standards and the Levels of Attainment in Religious Education.



Understand

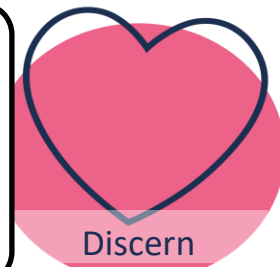
Use theological vocabulary to **describe and explain** the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, **making relevant links** with the second account of Creation and Laudato Si' Y6.

Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE)Y6

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'. Y6

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? (RVE) Y5

Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE) Y5



Discern

Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives Y5

Explain some Christian beliefs about the Sacrament of Baptism.Y6

Correctly use developing specialist vocabulary to **describe** sin as deliberately spoiling our friendship with God and each other Y5

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. (RVE) Y6

Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.Y6

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. (RVE) Y5

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. (RVE) Y6

Know that a virtue is a positive habit that helps people live a good life. (RVE) Y5

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))Y5

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 Y6

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. Y5

Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40)Y5

Reflecting on what makes them truly happy. (RVE) Y5

Respond

Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE) Y5

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. (RVE) Y6

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 Y6

Reflecting on the words and images used to describe Moses' encounter with God.Y5

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. (RVE) Y6

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. Y6

Discussing and dialoguing with others about how rules can help people be happy (YCfK 110) Y5

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
	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)).
	U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).
	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.
	U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.
	U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
	U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	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? (RVE)
	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. (RVE)
	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. (RVE)
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
	R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.
	R5.1.2. Reflecting on what makes them truly happy. (RVE)
	R5.1.3. Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).
	R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
	U6.1.1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE)
	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'.
	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.
	U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.
	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.
	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.
	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. (RVE)
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	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. (RVE)
	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.
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
	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. (RVE)
	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.
	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. (RVE)

Knowledge organisers:

<https://www.lrcd.org.uk/assets/primary-resources---summer-2024>

Remember in Year 4, we learned:

Understand the term 'covenant' through the story of Abraham

Year 5

Creation and Covenant

Later, in Year 6, you will learn:

The second account of Creation in Genesis 2 and the term 'original sin'.

Understand

By the end of this unit of study, pupils will be able to:

US.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)).
US.1.2	Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).
US.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.
US.1.4	Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.
US.1.5	Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
US.1.6	Know that a virtue is a positive habit that helps people live a good life. (RVE)

Discern

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

DS.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? (RVE)
DS.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. (RVE)
DS.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. (RVE)

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

RS.1.1	Reflecting on the words and images used to describe Moses' encounter with God.
RS.1.2	Reflecting on what makes them truly happy. (RVE)
RS.1.3	Discussing and dialoguing with others about how rules can help people be happy (YCF 110)
RS.1.4	Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)

Key Vocabulary

Covenant Moses Exodus
Sinai commandments
virtues grace

What Will I Learn?

Hear – which scripture?

Children will know:

- The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world.
- The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'.
- An introduction to the ideas presented in Laudato Si' 13.

Believe – what do Christians believe?

Children will know that the church teaches:

- That all that is comes from God.
- God is our Father.
- God's love and care for humanity is experienced through the beauty and order of Creation.
- Prayer is a way we draw closer to God

Celebrate – how do we act as Christians?

Children will know:

- That praying is a way people draw close to God.
- That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him

Live – Catholic Social Teaching

Children will know:

- God wants us to love and care for the world because the world is God's gift to us.
- Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore:
- How a community in another part of the world cares for Creation.

What should I already know?

The focus of this branch is Revelation. The revelation of Creation is the first step towards the covenant God forges with his people (CCC 288). In an age-appropriate way, pupils will consider how the world exists and how all that is came to be. This will build upon the 7 day creation story that the children learnt. They will learn about the Christian belief that all that exists comes from God, the Creator, who Christians call Father, and that this belief is found in Scripture and the prayers of the Catholic Church.

Key Vocabulary

- God** = the creator of the world; our Father in heaven
- father** = God is our father in heaven and looks after us all
- creation** – the process of God creating the world as written in Genesis.
- Pope Francis** – the leader of the Roman Catholic church
- Laudato Si'** – an encyclical letter on care for our common home
- Our Father** – the prayer that Jesus taught us to say
- Creed** – our beliefs; we believe in one Lord Jesus Christ.

Ways of knowing - Assessment

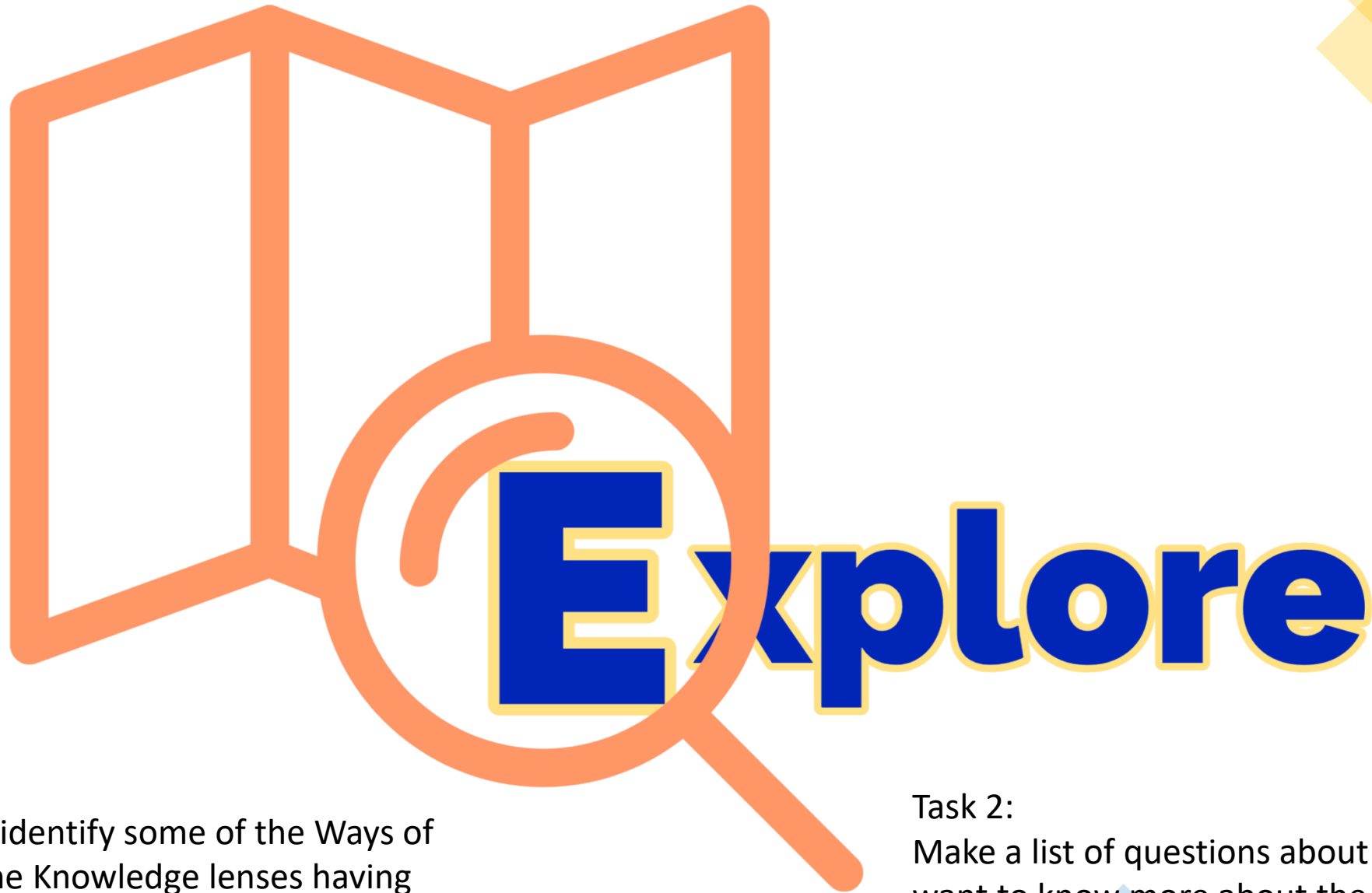
Expected outcomes
Understand By the end of this unit of study, pupils will be able to:
US.1.1 Recognise that the story of Creation in Genesis 1:1-4, 24-26, is an ancient, prayerful, poetic reflection on God's world and reveal this story in any form. (RVE)
US.1.2 Recognise in an age-appropriate way that the Church teaches that all that is comes from God, as Father, who made heaven and earth. (RVE)
US.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.
US.1.4 Recognise that the Church teaches that God gives 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.
US.1.5 Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is our Father's home.
US.1.6 Recognise that prayer is a way of drawing closer to God.
Discern By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
DS.1.1 Talking about how God's gift of Creation is experienced through the scriptures and other spiritual and artistic expressions, e.g., through art, music, or poetry, and talk about their responses.
DS.1.2 Talking about why caring for God's world matters for them and their local community. (RVE)
Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
RS.1.1 Reflecting on what the words of the Our Father and the opening words of the Creed say to them.
RS.1.2 Reflecting on different ways to pray.
RS.1.3 Listening to stories from different communities and their experiences about how they care for the world. (RVE)
RS.1.4 Talking about how they can care for God's world. (RVE)

End of Year and End of Phase outcomes

- At the end of each year subject leaders bring work to Diocesan moderation.
- In June 2026 this will be for Y5 and Y6 pupils.
- Subject leaders will be supporting you throughout the year to ensure you are identifying whether or not children are meeting expectations at the end of Branches and then a summative judgement at the end of the year.
- You may have already seen this in practice in your own school, especially if you have recently 'moved up' from a younger age group that has already begun on the new model curriculum

Any questions so far?





Task 1:

Can you now identify some of the Ways of knowing or the Knowledge lenses having found out a bit more about them?

Task 2:

Make a list of questions about anything you want to know more about the content of the Branch.

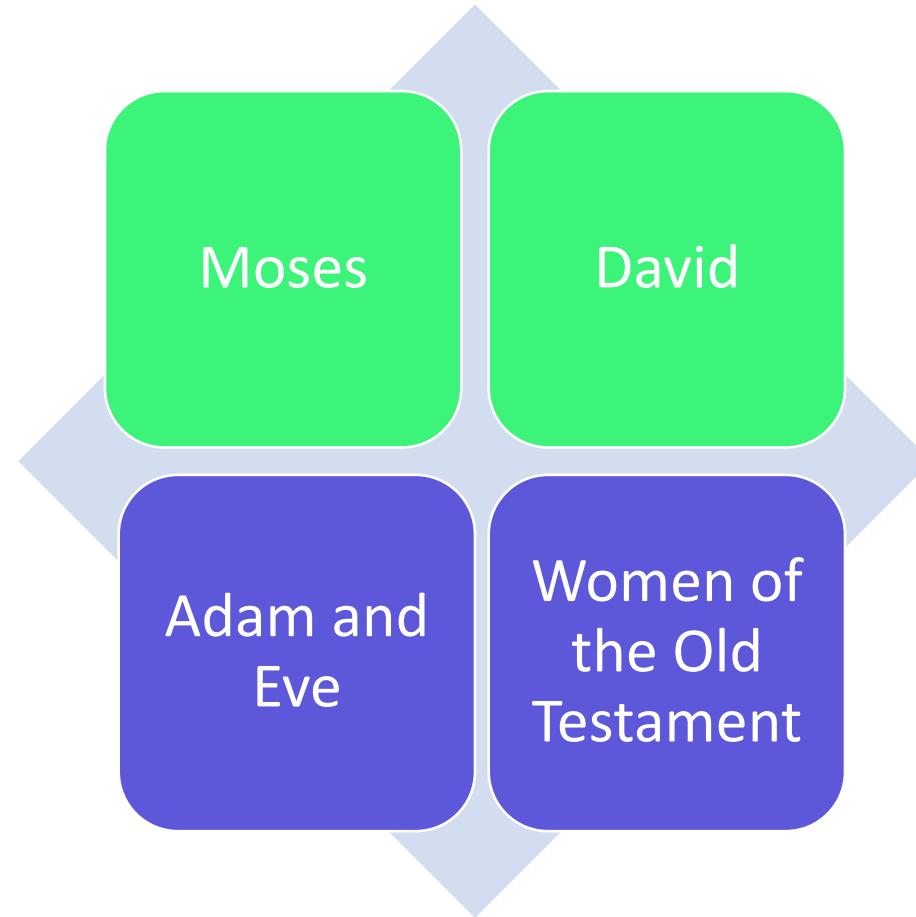
Twilight clusters

- The first of our twilight clusters will be held in the second half of the Autumn Term 2025 plus two more in Spring and Summer 2026.
- These are a very valuable opportunity to see how other schools are getting on and to begin to moderate work and to support and encourage each other.
- They are held in 7 regions from 4.00-5.00pm in West Cumbria, Carlisle, Barrow, Lancaster, Blackpool, Preston and Fylde.
- One school offers to host and contact the cluster schools with reminders. You are welcome to attend the most convenient for you.
- There are NO charges for this.
- Please make every effort to attend.



Salvation History- the early chapters.

Branches 1 and 2- a few key points for teachers.



Branch 1 Creation and Covenant

- The literary forms employed in the Genesis account.
- The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings.
- The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning.



Branch 2: Prophecy and Promise

- The women of the Old Testament are true protagonists of salvation history
- Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan



Branch 1: Creation and Covenant

- A covenant is a binding agreement between God and human beings, which makes them his people.
- God made several covenants throughout history – with Noah, Abraham, Moses, and David.
- God gives the Ten Commandments to help human beings live good and happy lives.
- That Jesus teaches that the most important commandments are to love God and to love other people.



Branch 2: Prophecy and Promise

- God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king.
- David became a great king and united his people who loved him.
- For Christians, Jesus fulfils the promises made to David.



Let us thank all those
who teach in Catholic
schools. Educating is
an act of love; it is
like giving life.

Pope Francis



