To know you More Clearly – Year 6

	Creation & Covenant	Prophecy + Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
Understand	• Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE) • 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'. • Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation. • Explain some Christian beliefs about the Sacrament of Baptism. • 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. • 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. • 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.	• Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context: • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther • Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament. • Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25). • Use theological language to describe and explain the belief that Mary became the 'Mother of God'. • Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. • Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.	• Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE) • Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human. • Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus. • Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church. • Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations. • Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.	• Show an understanding of the account of Holy Week in the gospel of John. • Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed. • Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions. • Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday. • Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.	• Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (RVE) • Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs. • Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit. • Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments. • Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint. • Describe how one charity studied witnesses its Christian faith through its work	• Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. (RVE) • Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE) • Use the term 'worldviews' and understand its meaning, giving simple examples. (RVE) • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them.
Discern	• 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)	• Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers.	• Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64). Discuss why others might disagree. • Looking at different artistic representations of at least one of the signs in St John's gospel and discussing the artists' use of	• Considering the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence. • Exploring how they and others interpret their own and the maker's meaning, in response to a variety of	• Consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book', and give some reasons why some people find it difficult to believe things they have not seen.	• Reflecting on the statement 'Everyone should be concerned to create and support institutions that improve the conditions of human life' (CCC 1926), consider how this challenges people to change. (RVE) • Considering the term 'common good', discuss why charities with different

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	• 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.	• Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.	symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. (R	creative and artistic expressions and linking these with a scriptural passage studied.	• Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.	worldviews work to promote the same goals. (RVE) • Explore some examples of creative expressions of faith from a Dharmic pathway. (RVE) • Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life.
Respond	• 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) • 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. • 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)	• Reflecting on their own experience, consider the women in their lives who have been important or significant. (RVE) • Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life. • Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community. (RVE)	• Reflecting on how the seven signs in John's gospel speak to them literally and spiritually. • Considering how stories from scripture speak to people in different ways.	• Prayerfully reflect on what Jesus teaches about true discipleship. • Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation. (RVE) • Reflecting on Lent as a time to begin this transformation.	• Considering what beliefs matter most to them. (RVE) • Comparing their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life. (RVE) • Reflecting on how the work of charities can support people facing injustice or persecution.	• Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities. (RVE) • Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.