

**Religious Education**  
**Curriculum Directory**  
**for**  
**Catholic Schools**

**Bishops' Conference of England and Wales**

*Published for the Bishops' Conference  
by the Catholic Education Service*

Issued by The Bishop's Conference of England and Wales

Published by:  
Catholic Education Service  
39 Eccleston Square  
London SW1V 1BX

© 1996 The Bishops' Conference of England and Wales

Produced by: Matthew James Publishing Ltd, Chelmsford, Essex

# Contents

	Page
Preface	5
<b>Introduction</b>	<b>6</b>
<b>Part One: General Principles</b>	
In the Life of the Church	7
The Context of Religious Education	9
The Aims of Religious Education in Catholic Schools	10
Methodology	11
The Way Forward	12
<b>Part Two: Programme of Study</b>	
Area of Study One: Revelation	14
Keystage 1	15
Keystage 2	16
Keystage 3	17
Keystage 4	18
Area of Study Two: Church	19
Keystage 1	20
Keystage 2	21
Keystage 3	22
Keystage 4	23
Area of Study Three: Celebration	24
Keystage 1	26
Keystage 2	28
Keystage 3	30
Keystage 4	32
Area of Study Four: Life in Christ	34
Keystage 1	36
Keystage 2	37
Keystage 3	38
Keystage 4	39
Provision for Under Fives (Nursery)	40
Overviews of Keystages	41
Bibliography	50



# Preface

The task of handing on the faith to future generations is both the privilege and the responsibility of the local Church. Its primary purpose is to bring young people to a personal relationship with Jesus Christ. Catechesis aims to draw people into discipleship. Discipleship must always involve not only a personal encounter with Jesus Christ, but a knowledge of Scripture, of what has been declared in the Creeds and defined by the Church.

Each person has a part to play. In the first place are parents. They are the first and, one hopes, the best of teachers. They have a great responsibility. So, too, have the schools.

The work of classroom teaching of the Catholic faith has never been more important or demanding. So many influences in our society tend to undermine the practice of faith. Teachers of religious education, together with parents, need to lead young people towards an ever increasing understanding of the faith.

The Bishops' Conference of England and Wales has produced this Curriculum Directory to assist teachers and those who seek to support them. It is rightly based on the Catechism of the Catholic Church published in 1994. It seeks to present the broad content of the religious education which we as bishops expect to be taught in Catholic schools.

All those involved in religious education must follow this Directory. Its implementation will help to clarify the demands they are to meet.

We have in this country many dedicated teachers of religious education. They deserve our encouragement and support. I hope the publication of this Directory will help all involved in religious education to bring a new enthusiasm and energy to their work.

✠ Basil Hume

Archbishop of Westminster

President of the Bishops' Conference of England and Wales

December 1996

# Introduction

The publication of the English text of the Catechism of the Catholic Church (CCC) has provided the Catholic community of England and Wales with the opportunity to assess and renew the Church's mission to teach and evangelise today. In introducing the Catechism, Pope John Paul II emphasised that it is dedicated to the full and faithful expression and implementation of the teaching of the Second Vatican Council. It would, therefore,

“make a very important contribution to that work of renewing the whole life of the Church, as desired and begun by the Second Vatican Council.”  
(Apostolic Constitution, *Fidei Depositum*)

In 1994, the Bishops' Conference of England and Wales published Guidelines for the use of the Catechism. These identified the dual task which educators will undertake so that we may:

“faithfully reflect on the whole range and richness of faith and belief which we desire to share; and through the creative adaptation of methods and materials...try to communicate that rich vision of faith to today's seekers”.  
(cf. *Briefing*, 26 May, 1994)

Among these seekers are teachers and pupils in our schools, clergy and governors too, chaplains, support staff and families. All, alike, are called to be disciples, engaged in the search for the hidden treasure, the pearl of great price (cf. Matthew 13: 44-45).

With this in mind this Directory describes the content of curriculum religious education for Catholic schools. It focuses on what is to be taught in religious education lessons and in this regard builds on our earlier document *What are We To Teach?* and recognises the work done by the National Board of Religious Inspectors and Advisers in the *Broad Areas of Attainment in Religious Education* documents.

This Directory is not a syllabus for use in the classroom. Its purpose is to guide and inform the teaching of religious education by expressing clearly the opportunities for study, investigation and reflection to be offered to pupils and the knowledge and understanding which should be acquired by them.

The implementation of this Directory will be gradual and progressive. It will require cooperation between the bishop of each diocese, the diocesan religious education advisers, school governors and teachers. It will help Colleges of Higher Education and others in their work of preparing the religious education teachers of the future.

As bishops, we stress again that parents are the first and best teachers of the faith to their own children. Without their active participation, the task is impossible. They, like us, rely on the dedication, professional skills and creativity of teachers and religious education advisers in this task of engaging children and young people in our schools and colleges, in their education in and to faith. We recognise, too, the importance of the contribution to this task made by the wider Catholic community.

# Part One: General Principles

## In the life of the Church

Something which has existed since the beginning,  
that we have heard,  
and we have seen with our own eyes;  
that we have watched  
and touched with our hands:  
the Word who is life –  
this is our subject.  
That life was made visible:  
we saw it and we are giving our testimony,  
telling you of the eternal life  
which was with the Father and has been made visible to us.  
What we have seen and heard  
we are telling you  
so that you too may be in union with us,  
as we are in union  
with the Father and with his Son Jesus Christ.  
(1 John 1: 1-3)

Following the Second Vatican Council, a number of documents have encouraged development in our understanding of the Church's mission to proclaim the Gospel. In 1971, the *General Catechetical Directory (GCD)* was published. Sessions of the Synod of Bishops reflected upon evangelisation (1974) and catechesis (1977). In 1988, the Congregation for Catholic Education published a document for religious education, *The Religious Dimension of Education in a Catholic School*. Such documents and a succession of Papal encyclicals and exhortations have renewed the call for the whole Catholic community to reflect upon the distinctive and complementary aspects of our responsibility "to witness to the Gospel, in both word and deed". This Curriculum Directory will assist our Catholic schools to make their particular and important contribution.

**Evangelisation** is the proclamation of the gospel. The evangelist's purpose is "to touch the hearts of the hearers and turn them to God". Evangelists trust that their word and example will, by the grace of the Holy Spirit, move others to a first act of faith, or, in the case of those who are already believers, "will deepen the conversion of their hearts to God" (cf. *Cornerstone*, K Nichols, 1978).

**Catechesis** is the process by which the faith of believers is nourished and educated. As one of the Church's central ministries, it seeks to make the word of God present as a living reality in the Christian community of today. It may be described as "a dialogue of believers". Its purpose is "to help them towards a greater maturity of faith, especially in the way of understanding" (*ibid*).

Adult catechesis is recognised by the Church as the chief form of catechesis, and from this flows the understanding of the catechesis which is offered to children and young people. This makes demands on the unity and vitality of the Catholic community as a whole.

**Religious Education** in school leads children and young people into an exploration of the different aspects of religion and thoughtful reflection upon religious belief.

"It should familiarise young people with the main landmarks of the world of religion, (and) make their own religious beliefs more intelligent and personal." (*ibid*).

In the living and sharing of faith, evangelisation, catechesis and religious education are always intertwined. While awareness of the distinctiveness of each makes our witness to the Gospel more effective, the relationship between them should never be lost.

In all schools in England and Wales religious education is recognised by law to be part of the basic curriculum (Religious Education + Core subjects). In our Catholic schools it is regarded as the heart of the curriculum, enriching and informing all areas of learning with the light of the Gospel, teaching students to seek the truth which is of God, in the whole of creation, in themselves and in others.

Religious education given to children and young people in Catholic schools must always deepen their understanding of Catholic belief and will contribute to their education in and to Catholic faith. Furthermore, the life and ethos of the Catholic school must provide the witness and a community which enables this understanding to develop as a response to God in faith.

Catholic theology emphasises that faith, while always a personal response to God, is never to be regarded simply as the response of an individual believer. Rather it is always expressed in and through participation in the life of the community of faith. The work of the school, then, stands alongside the experience of faith in home and parish. It is the duty of every Christian family and parish community to help its children and young people to develop in faith and maturity through their active participation in prayer, sacramental life and service of others.

Provision of sound teaching in the truths of faith is the shared responsibility of the family, parish and school. Such teaching does not, of course, exclude the questioning or 'searching faith' of contemporary adolescents and young adults. Rather it respects and encourages it, so that it might develop into the mature personal faith of morally-responsible, committed Christian adults.

## The Context of Religious Education

The Second Vatican Council saw that “the changing conditions of life” which are part of the world of today cause people to be “buffeted between hope and anxiety, pressing one another with questions about the present course of events” (*Gaudium et Spes* 4-5, 1965). The Church in England and Wales is no stranger to these difficulties, whether they are the result of social and educational change, the consequences of modern secularism, or the challenge of living in a multicultural society. Many factors in today’s society, often reflected and underlined by the media, have a profound and unsettling effect on children and adults alike and some are directly inimical to the growth of faith.

In this context we appreciate the difficulties of the task facing our schools. They cater for children and young people from a wide variety of backgrounds, not only in social terms but also in terms of the level of practice and understanding of the faith. Among the pupils may be included Christian children and young people who are not Catholics and, in some circumstances, children and young people from other faiths or even from no specific religious background. Families, too, present the diversity of our multi-cultural and multi-faith society, as do the teachers, who bring to the task a wide variety of experience. They are often called to work against a background of social, financial and educational pressure. This makes religious education today a real challenge which often includes the tasks of pre-evangelisation.

In drawing up and implementing schemes of work, all involved have to not only respect this reality, but also to remain faithful to the Gospel and to the teaching of the Church. In the same way, they strive to respect not only the requirements of religious education as a serious academic discipline, but also the problems and uncertainties which the young people, their families and teachers encounter in their personal faith. A guiding principle on freedom enunciated by the Second Vatican Council applies in religious education as it does in evangelisation and catechesis :

“from the very origins of the Church, the disciples of Christ strove to convert people to faith... not by the use of coercion or by devices unworthy of the Gospel, but by the power, above all, of the Word of God.” (*Declaration on Religious Freedom* 11, 1965)

The task of religious education is both noble and difficult. It is never free from tension, misunderstandings and disagreements. In undertaking it we trust the Holy Spirit to guide the whole Christian community.

Ecumenical co-operation provides further incentive to tackle common problems together with other Churches. The increasing amount of research into the changing opportunities and challenges faced by Church schools today is needed to provide a secure base for future decisions and developments.

“... in a world of cultural pluralism, dialogue always gives grounds for hope”  
(*Religious Dimension of Education in a Catholic School* 115).

The task of improving the quality of religious education offered in our schools is always closely linked to achievements in every other area of educational endeavour. In particular, schools must constantly strive to create that distinctively Catholic ethos which is the result of truly Christian relationships and values and in which prayer, worship and spirituality have a central place. Guidelines produced by the Bishops’ Department for Catholic Education and Formation and the Bishops’ Conference agency, the Catholic Education Service, provide help and direction for all Catholic schools.

# The Aims of Religious Education in Catholic Schools

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school. Within this vision, religious education is very much a journey of formation involving every member of the school community, together with a pupil's family and parish community. It is in this context that the three elements of religious education, catechesis and evangelisation, co-exist, providing mutual support and reinforcement.

For all children religious education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith religious education will be catechesis, and for some children and young people religious education will be evangelisation, the first opportunity to hear the good news of the gospel.

Curriculum religious education in Catholic schools aims to promote:

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- the skills required to engage in examination of and reflection upon religious belief and practice.

The objectives of curriculum religious education in Catholic schools are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society.

[Guidance on skills and attitudes in religious education is found in *Broad Areas of Attainment in Religious Education*, National Board of Religious Inspectors and Advisers, 1994]

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

## Methodology

Religious education adopts a variety of appropriate teaching methods, according to the age and ability of pupils. The constant tradition of working with young people in the Church is that the catechist or teacher must be able to adapt a variety of methods in their tasks. The introduction to the *Catechism of the Catholic Church (CCC)* quotes the earlier “Roman Catechism” of 1570, reminding teachers that they must not imagine that a single kind of person has been entrusted to them, and that consequently it is not valid to teach everyone with one and the same method. Rather they

“must suit their words to the maturity and understanding of their hearers”  
(CCC, 24).

It is within the competence of professional teachers and religious education advisers to find and develop appropriate methods.

Religious education learns from evangelisation and catechesis that learning and growth in matters of faith involve active participation and response (cf 1 John 1 quoted on page 2). For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God’s revelation. Teaching in religious education

“should help people to be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It ‘serves in the examination and acceptance of the truths which are contained in the deposit of Revelation’.”  
(Guidelines, *Briefing*, 26 May 1994 quoting GCD, 74)

At the same time, teaching in religious education will introduce those formulas which develop young people’s understanding of Catholic belief. The Tradition of the Church “in maintaining, practising and professing the faith that has been handed on” (CCC, 84) values formulas which provide a common language that all may use, and which becomes that “Memory of the Church which maintains alive in us the presence of the Lord” (cf. Synod of Bishops 1977, *Message to all People*, 9)

Such formulas will include texts from the Bible, the liturgy and the traditional prayers of Christian faith (e.g. Creed, Our Father, Hail Mary). They will be presented after sufficient time has been given to exploration and explanation, and those will be chosen which “while expressing faithfully the truth of the Faith” are suited to “the capacity of the listeners” (cf. GCD, 73).

## The Way Forward

The methods employed in religious education are always aimed at opening up for the pupil the mystery of God’s saving action. That mystery is both many-sided and entirely one, for it is in essence, the person of Christ “the same yesterday, today and for ever” (Hebrews 13:8). The mystery can be imagined as a well-cut and highly polished gem, each facet reflecting its brilliance, yet best appreciated as a single whole. It is this image that is used in this Directory to hold together the various aspects of Catholic faith which make up the content of religious education.

Part Two of this Curriculum Directory is a principled statement of the content of religious education for our Catholic schools.

- It is presented as a Programme of Study based on the Constitutions of the Second Vatican Council and the Catechism of the Catholic Church.
- It distinguishes four principal Areas of Study, and for each Area it names the key facets of Catholic faith which form the core of religious education in Catholic schools (pp. 10, 15, 20-21, 30-31).
- It outlines the teaching content for each Area as it unfolds in the Keystages of primary and secondary education.
- An outline for nursery pupils is offered (p.36).
- The facets of Catholic faith in the Areas of Study provide direction and content for Sixth Form religious education.

Area of Study	Content	Source
Revelation	God’s Self-Revelation	<i>Dei Verbum</i> Catechism Part One: The Profession of Faith
Church	Communion of life in Christ	<i>Lumen Gentium</i> Catechism Part One: The Profession of Faith
Celebration	Living the Christian Mystery in worship and prayer	<i>Sacrosanctum Concilium</i> Catechism Part Two: Celebration of the Christian Mystery Part Four: Prayer
Life in Christ	The search for holiness and truth	<i>Gaudium et Spes</i> Catechism Part Three: Life in Christ

This Programme of Study will assist in the preparation of classroom resources and the evaluation of existing resources. In the light of this Programme detailed Schemes of Work can be prepared, including adaptation for pupils with special educational needs. Diocesan policy will indicate the manner in which this Directory is to be used and the resources available to schools, and will continue, through support for teachers and inservice provision, to encourage collaboration and development in the work of Catholic Education.

# Part Two

## Programme of Study

### Keystage Statements: Notes

- The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of teaching and learning.
- Where examples are given, they indicate intent and direction. They are neither minimal nor exhaustive.
- The statements are addressed to teachers and religious education advisers who will ensure that in the classroom there will be:
  - necessary adaptations of language to the capacity, experience and ability of pupils;
  - differentiation;
  - adaptation for special needs.

# Area of Study One: Revelation

God's Self-Revelation is explored in *Dei Verbum* and Part I of the Catechism. The facets of the mystery of faith explored in this part of the Programme of Study are:

## ✠ THE TRINITY

Through God's Self-Revelation we come to know that the life of God is love given and received. God is One and God is Three, a Trinity of Persons: Father, Son and Holy Spirit. Faith in One God acknowledges God's greatness and majesty and trusts God in every circumstance. Faith in the Trinity makes known a God who is actively present. As Father, God is the source of all life and reaches out in blessing; as Son, God is the Word through whom all things are made and through whom every person is invited into a full communion of life; as Spirit, God leads the world, the Church and human persons into truth. Faith in the Trinity reveals communion in love and truth as the pattern, the highest aim and final goal of human life.

## ✠ CREATION

is the first and universal revelation of God's love. As the action of Father, Son and Holy Spirit, creation is the first step towards the covenant relationship God seeks with every human being. Each human person is created in the image of God and called by grace to this covenant relationship. The Father, through the Son, in the power of the Holy Spirit constantly draws each person to this mystery, seeking a free and unique response. Inherent in human nature is the struggle to choose God alone and above all else.

## ✠ THE SCRIPTURES

The action of God in the unfolding history of this covenant relationship and the variety of human response is revealed in the Scriptures of the Old and New Testament. The Scriptures are the living Word of God, written under the guidance of the Holy Spirit, received and faithfully handed on within the living Tradition and teaching of the Church.

## ✠ JESUS CHRIST, SON OF GOD

God's Self-Revelation and the covenant-relationship reach their fullness in Jesus Christ, the only-begotten Son of God. He is truly God and, as a man, truly human. His life, death and resurrection are the central event of all human history and at the heart of faith. His cross is the sign of his unique offering of himself for each and every human being. As truly God, Jesus reveals the truth and love of God; as truly human, Jesus reveals the perfect response to God and intimate communion with his Father - 'Abba'.

## ✠ THE HOLY SPIRIT

God's Self-Revelation is perfected in us by the Holy Spirit, the Spirit of truth, promised by Jesus and revealed at Pentecost. It is the Holy Spirit who forms and guides God's People to know God and enter into communion with God through Jesus Christ.

The Revelation of God as love and truth is lived and witnessed to in the Church, the People God gathers in the whole world. The Church is the subject of the next area of study.

Key reference points in the Catechism (numbers refer to paragraphs)

The Stages of Revelation: 54-67

Implications of Faith in one God: 222-227

The Trinity: 238-248; 253-256

God's Plan of Love: 256-260

Creation: 279-289; 295-301

'In the image of God': 356-361

How to read the account of the fall: 386-390

Consequences of sin: 396-409

Scriptures: 101-133

Jesus Christ, Son of God: 422-679

the Word made flesh: 456-464

Mystery of Christ's life, death and resurrection: 512-559

Jesus, Saviour: 599-618

The Holy Spirit: 683-741

# Keystage 1

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to:

The desired outcome for pupils will be knowledge and understanding:

<b>TRINITY</b>	<ul style="list-style-type: none"><li>- recognise relationships of love (e.g. parent, child) and love received and given (e.g. sharing);</li><li>- recognise and become familiar with the sign of the cross;</li></ul>	<ul style="list-style-type: none"><li>- of loving relationships and sharing;</li><li>- that the sign of the cross names Father, Son and Holy Spirit and is a sign of love and blessing;</li></ul>
<b>CREATION</b>	<ul style="list-style-type: none"><li>- observe beauty, detail and order in creation;</li><li>- hear, read and explore in Scripture praise of God in creation and the story of creation as God's work;</li><li>- investigate and recognise their gifts and growth (e.g. gifts of senses);</li></ul>	<ul style="list-style-type: none"><li>- of the wonder and beauty of creation;</li><li>- that praise and thanks are expressed in prayer (e.g. creation psalms);</li><li>- that they have strengths and limitations and gifts from beyond themselves and that these are signs of God's love;</li></ul>
<b>SCRIPTURES</b>	<ul style="list-style-type: none"><li>- hear, read, explore and reflect upon: a variety of Scripture imagery which speaks of God; stories of significant people in the Old and New Testament;</li></ul>	<ul style="list-style-type: none"><li>- that the Bible is God's book;</li><li>- that Scripture stories reveal and hand on good news about God and contain messages about life;</li><li>- that the Church uses and reverences the Bible;</li></ul>
<b>JESUS CHRIST, SON OF GOD</b>	<ul style="list-style-type: none"><li>- hear, read and become familiar with the main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday, Easter Sunday;</li></ul>	<ul style="list-style-type: none"><li>- that Jesus reveals the Good News of God his Father;</li><li>- that Jesus is the Son of God;</li><li>- that Mary heard God and said 'yes';</li><li>- that the cross is the sign of Jesus' love for his Father and for us;</li></ul>
<b>THE HOLY SPIRIT</b>	<ul style="list-style-type: none"><li>- hear, read and become familiar with the story of the coming of the Holy Spirit at Pentecost.</li></ul>	<ul style="list-style-type: none"><li>- that Jesus' promise to send the Holy Spirit is fulfilled at Pentecost and this marks the beginning of the Church.</li></ul>

## Keystage 2

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to:

The desired outcome for pupils will be knowledge and understanding:

<b>TRINITY</b>	<ul style="list-style-type: none"><li>- recognise joy, giving and receiving and challenge in relationships;</li><li>- hear about and explore how Jesus spoke of God his Father and the Holy Spirit;</li></ul>	<ul style="list-style-type: none"><li>- that Jesus, God the Son, shows his love for his Father (Abba) and the Father's love for all;</li><li>- that the Holy Spirit, the Helper, is the gift which Jesus promised;</li></ul>
<b>CREATION</b>	<ul style="list-style-type: none"><li>- recognise responses to creation (e.g. in prayer, art, music etc);</li><li>- investigate and recognise care for and misuse of God's creation;</li><li>- hear about God's call to people in the Old Testament;</li><li>- investigate and recognise that Jesus called people to follow him;</li><li>- observe and recognise ways in which people of today can hear and respond to God's call;</li></ul>	<ul style="list-style-type: none"><li>- that God calls everyone to care for all creation with love and respect;</li><li>- that God calls people and they respond;</li><li>- that Jesus called people to follow him;</li><li>- that love and service express love of God and response to God's Word and at times this will involve sacrifice;</li></ul>
<b>SCRIPTURES</b>	<ul style="list-style-type: none"><li>- hear, read and explore key imagery that speaks of God in the Old Testament and the Gospels;</li><li>- hear about and explore the Bible;</li></ul>	<ul style="list-style-type: none"><li>- that human language seeks imagery to express the mystery of God;</li><li>- of how to find their way round the Bible;</li><li>- that there are different types of literature in the Bible;</li><li>- that the Bible is God's living Word, written under the guidance of the Holy Spirit, taught and handed on in the living Tradition of the Church;</li><li>- that the first five books of the Old Testament are the Torah (Law) of Jewish faith;</li></ul>
<b>JESUS CHRIST, SON OF GOD</b>	<ul style="list-style-type: none"><li>- hear, read and explore the Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension;</li><li>- hear about, read and explore Gospel accounts of Jesus' public ministry and teaching;</li><li>- hear about, read and explore Gospel accounts of how the lives of men and women were changed by their encounters with Jesus;</li></ul>	<ul style="list-style-type: none"><li>- that God his Father prepared the People of Israel for the coming of Jesus;</li><li>- that Jesus was born a Jew and lived in faithful observance of Jewish tradition;</li><li>- that the Gospels proclaim that Jesus is the fulfilment of God's promises;</li><li>- that in word and deed Jesus revealed the love and mercy of God his Father;</li><li>- that people's lives were changed by their response to Jesus;</li><li>- that Jesus' death on the cross expressed his love for his Father and for all people and changed the world;</li></ul>
<b>THE HOLY SPIRIT</b>	<ul style="list-style-type: none"><li>- hear, read and explore the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.</li></ul>	<ul style="list-style-type: none"><li>- that the coming of the Holy Spirit transformed Jesus' disciples and was the beginning of the life of the Christian Church.</li></ul>

# Keystage 3

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

<b>TRINITY</b>	<ul style="list-style-type: none"> <li>- passages from Scripture which speak of God:               <ul style="list-style-type: none"> <li>as Father, the source of all blessing;</li> <li>as Son, the Word through whom all things are made;</li> <li>as Spirit, actively present in the world, the Church and human hearts and minds;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- of the Church's teaching of God as Father, Son and Holy Spirit;</li> <li>- how Scripture names God;</li> </ul>
<b>CREATION</b>	<ul style="list-style-type: none"> <li>- humanity as created by God;</li> <li>- awareness of the transcendent and the holy and of the Presence of God in self, others and the world;</li> <li>- human response to God's call to a covenant relationship and how this involves blessing, grace, struggle and weakness (original sin);</li> <li>- the human vocation to seek communion;</li> </ul>	<ul style="list-style-type: none"> <li>- of the Church's teaching about human life, dignity and vocation;</li> <li>- that Scripture records from the beginning God's blessing in creation, God's call to stewardship, the problem of human sinfulness and good and evil;</li> <li>- that Scripture and Tradition reveal God's love, mercy and forgiveness which meet human faithfulness and sinfulness;</li> </ul>
<b>SCRIPTURES</b>	<ul style="list-style-type: none"> <li>- the variety of literary forms in Scripture and the oral, written and teaching tradition of the Church;</li> <li>- key biblical concepts in both Old and New Testament (e.g. creation, covenant, kingdom, exile, discipleship);</li> <li>- the Church's use of scripture in worship, teaching and prayer;</li> </ul>	<ul style="list-style-type: none"> <li>- that the Scriptures are the living Word of God;</li> <li>- that the oral, written and teaching Tradition of the Church reveals God's plan of salvation;</li> <li>- of the teaching authority of the Church;</li> </ul>
<b>JESUS CHRIST, SON OF GOD</b>	<ul style="list-style-type: none"> <li>- the concept of Messiah in the Old and New Testament;</li> <li>- the life and ministry of Jesus, his teaching, parables and miracles;</li> </ul>	<ul style="list-style-type: none"> <li>- that the events of the life, death and resurrection of Jesus Christ are at the heart of Catholic faith;</li> <li>- that Jesus is God become man so that human beings might share the life of God;</li> </ul>
<b>THE HOLY SPIRIT</b>	<ul style="list-style-type: none"> <li>- the role of the Holy Spirit in Old and New Testament;</li> <li>- the role of the prophets - their call to faithfulness, repentance, justice and compassion for all especially the poor and weak;</li> <li>- expressions of belief in the value of life, in the divine and in the value of relationships which are to be found in the oral and written traditions of other faith communities in England and Wales.</li> </ul>	<ul style="list-style-type: none"> <li>- that the Holy Spirit guides and leads the People of God into the truth of the Gospel;</li> <li>- that the Church's mission is to proclaim Good News to all ages and all people;</li> <li>- that other faith communities have writings that are sacred to them and express belief and the search for God.</li> </ul>

# Keystage 4

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

- |                                 |   |   |
|---------------------------------|---|---|
| <b>TRINITY</b>                  | <ul style="list-style-type: none"> <li>- the Church's teaching about God as One and Trinity: its biblical roots, the formation of credal statements and their implications for the Christian life;</li> </ul>   | <ul style="list-style-type: none"> <li>- that God's Self-Revelation invites a personal response and commitment;</li> <li>- of the importance of human relationships as reflections of the relationships of the Trinity;</li> </ul>  |
| <b>CREATION</b>                 | <ul style="list-style-type: none"> <li>- the Church's teaching about God's power and Providence in creation and the problem of evil;</li> <li>- the Church's teaching about faith (e.g. gift, virtue) and the place of reason in the search for God;</li> <li>- human experience of faith, faithfulness and the challenge of commitment;</li> <li>- sources of strength and weakness, unity and conflict in themselves, in society and in the Church;</li> </ul>              | <ul style="list-style-type: none"> <li>- of how the Church interprets the account of the fall and its consequences for human nature;</li> <li>- that human understanding and knowledge of God as Creator has developed through history;</li> <li>- that there are stages of development in personal faith;</li> <li>- of the Church's teaching on human dignity and diversity;</li> <li>- that human beings share responsibility for the care of creation;</li> </ul> |
| <b>SCRIPTURES</b>               | <ul style="list-style-type: none"> <li>- the Church's teaching on inspiration and the formation of the canon of Scripture;</li> <li>- the variety of biblical translations and aspects of the history and practice of the Church's use of Scripture;</li> <li>- literary forms which influence teaching and learning about faith;</li> </ul>  | <ul style="list-style-type: none"> <li>- of the Church's teaching of the role of the Holy Spirit in Scripture and Tradition;</li> <li>- of how the Church receives and uses the Scriptures as the living Word of God;</li> <li>- of the teaching role of the Church's Magisterium in the universal and local Church (Pope and Bishops);</li> </ul>  |
| <b>JESUS CHRIST, SON OF GOD</b> | <ul style="list-style-type: none"> <li>- the Church's teaching and faith in Jesus Christ:               <ul style="list-style-type: none"> <li>as fulfilment of the Old Testament;</li> <li>as proclaimed and witnessed to in the New Testament;</li> <li>as proclaimed and witnessed to in the life of the Church which looks forward to and prepares for his coming in glory;</li> </ul> </li> <li>- the names and titles given to and used by Jesus of himself;</li> </ul> | <ul style="list-style-type: none"> <li>- of the Jewish roots of Christianity;</li> <li>- of the historical Jesus and the development of the Church's belief in the Christ of faith;</li> <li>- that the sacrifice of Jesus on Calvary is for all time and for all people;</li> <li>- that Jesus revealed the perfect response to God;</li> </ul>  |
| <b>THE HOLY SPIRIT</b>          | <ul style="list-style-type: none"> <li>- the Church's teaching on the Holy Spirit in the life of the Church and the individual Christian;</li> <li>- the Church's teaching on respect for the work of the Holy Spirit in all men and women of good will.</li> </ul>   | <ul style="list-style-type: none"> <li>- that the Holy Spirit forms and guides God's People through all ages;</li> <li>- of respect for goodness and search in other faith communities.</li> </ul>  |

## Area of Study Two: Church

Communion of life in Christ is explored in *Lumen Gentium* and Part I of the Catechism. The facets of the mystery of faith explored in this part of the Programme of Study are:

### ✠ THE CHURCH

is the family of God, the People that God gathers in the whole world. The Church is the communion of Christ's disciples brought together in Christ its Head by the Holy Spirit. It is the Body of Christ, the Temple of the Spirit. As the People of God, the Church is drawn into Christ's praise of the Father and Christ's mission in the world.

### ✠ ONE AND HOLY

The Church is the holy people of God, the communion of saints. The source of this holiness is Christ. The Church is made holy by Christ and becomes with him the means of holiness. Yet the Church on earth is always in need of renewal so that it may be faithful to the gifts it has received. It is a pilgrim Church following Christ, the Way who leads us to eternal life. Every person is called to holiness in him, and in him death is not an end but a gateway to eternal life. The saints who have entered through death into God's glory are united in Christ with the saints on earth through faith and charity. Mary the Mother of Jesus Christ and therefore the Mother of God is the first disciple. Her role in the Church flows directly from her union with Christ. She is the Church's model of faith and charity and because of her singular response to God's Word is Mother of the Church.

### ✠ CATHOLIC

The Church is at the same time a spiritual community and an historical, visible organization. The Church is catholic, that is universal (of every time and place). Everyone is called to this catholic unity of the People of God: to it belong or are ordered the Catholic faithful, others who believe in Christ and finally all human people called by God's grace to salvation. The Church is local: visibly present in every liturgical assembly of the celebration of Eucharist and in the life of local communities - families (the domestic Church), parishes and dioceses.

### ✠ APOSTOLIC

Christ inaugurated the Church when he began to proclaim Good News and through the Church he fulfils and reveals God's plan to unite all things in him. Christ gave his Church a structure in calling and choosing Twelve apostles. With them and their successors he shares his mission, his power and authority. In the coming of the Holy Spirit at Pentecost the Church was revealed and its mission (apostolate) to the nations was begun. Through the ministry of the successors of the apostles, the Pope and Bishops, the Holy Spirit guides and preserves the Church from error in matters of faith and morals.

### ✠ THE CHURCH'S MISSION

is that of Christ its Head. The ultimate purpose of this mission is to enable all people to share in the communion of life and love of the Father, Son and Holy Spirit. To this end the Church is called to express in society the mission of Christ as priest, prophet and king, calling every person to the worship of God alone, advocating the cause of the poorest and witnessing to the right order of society. The Church is to be a sign and source of reconciliation in a divided world and a sign of hope in the victory of Christ who will present all things, holy and entire, to the Father.

Celebration of the mystery of God in the Church's liturgy and sacraments and in prayer is the subject of the next area of study.

Key reference points in the Catechism (numbers refer to paragraphs)

Name and Images: 751-757

In God's Plan: 759-776

People of God: 781-786

Body of Christ: 787-795

Unity and Diversity: 813-814

Pilgrim Church: 796

Communion of Saints: 946-959

Mary, Mother of God and of the Church: 484-507, 963-972

Communion: 771-773, 813-822

Domestic Church: 1655-1658, 2204-2206

Local Church: 2179, 2182

Who belongs to the Catholic Church?: 836-848

Apostolic: 857-865

Pope and Bishops: 874-896

Mission: 846-856, 871-873

Vocation to mission: 898-913 (Laity); 1546-1553 (Priests).

# Keystage 1

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to hear about, recognise and explore:

The desired outcome for pupils will be knowledge and understanding:

- |                     |  |  |
|---------------------|--|--|
| <b>CHURCH</b>       | <ul style="list-style-type: none"> <li>- relationships they have in the family, at school, in the parish, neighbourhood, world;</li> <li>- ways of belonging to and being community;</li> </ul>  | <ul style="list-style-type: none"> <li>- of how people belong to the Church - domestic (family), local (parish and diocese), universal (world-wide);</li> </ul>  |
| <b>ONE AND HOLY</b> | <ul style="list-style-type: none"> <li>- ‘Church’ as the People of God made one by Jesus, a community which shares love and life;</li> <li>- roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope);</li> <li>- the role of Mary and her ‘yes’ to God’s Word;</li> <li>- God’s call to key figures in the history of the People of God, past and present;</li> </ul> | <ul style="list-style-type: none"> <li>- that Jesus is the Head of the Church, the One who leads God’s People;</li> <li>- that God calls individuals and communities to share life and show care for each other;</li> <li>- that the Church remembers and honours Mary for her response to God (Hail Mary);</li> <li>- of different forms of ministry in the Church (e.g. Eucharistic minister, reader, deacon, priest, etc.);</li> </ul>          |
| <b>CATHOLIC</b>     | <ul style="list-style-type: none"> <li>- ‘church’ as a ‘house of God’ where God’s People gather with Jesus;</li> <li>- ways in which a Christian family and parish share and celebrate life, and show care for one another;</li> <li>- church buildings and furnishing and how people show respect and reverence in church;</li> </ul>   | <ul style="list-style-type: none"> <li>- the Our Father;</li> <li>- that through Jesus, the Son of God, the Church is united in prayer, service, thanksgiving and celebration;</li> <li>- that belonging and love may be expressed in many different ways in a community;</li> <li>- that a church building is a holy gathering place where everyone is welcome and where the community share and celebrate life, and worship together;</li> </ul> |
| <b>APOSTOLIC</b>    | <ul style="list-style-type: none"> <li>- the way Jesus proclaimed the Good News in what he did and said;</li> <li>- the way Jesus gathered and formed a community of disciples and the life they shared;</li> </ul>  | <ul style="list-style-type: none"> <li>- that Jesus’ life and mission is the Gospel (Good News);</li> <li>- that Jesus called men and women to share his life and his mission;</li> </ul>  |
| <b>MISSION</b>      | <ul style="list-style-type: none"> <li>- how people who heard the Good News of Jesus began to share a way of life;</li> <li>- opportunities today to live and share life following the example of Jesus.</li> </ul>  | <ul style="list-style-type: none"> <li>- that the Church is the community which continues Jesus’ mission to proclaim Good News to the whole world;</li> <li>- that the Church is men, women and children who try to follow the example of Jesus.</li> </ul>  |

## Keystage 2

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to hear about, explore and develop their understanding of:

The desired outcome for pupils will be knowledge and understanding:

<b>CHURCH</b>	<ul style="list-style-type: none"> <li>- key images of the Church used in Scripture and Tradition;</li> <li>- the implications of this imagery for community life;</li> </ul>	<ul style="list-style-type: none"> <li>- that Jesus Christ is the source of the Church's unity and holiness;</li> <li>- that belonging to the Church brings privileges and responsibilities;</li> </ul>
<b>ONE AND HOLY</b>	<ul style="list-style-type: none"> <li>- God's call to individuals and their different responses;</li> <li>- the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church;</li> <li>- the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community;</li> <li>- the cost of discipleship;</li> </ul>	<ul style="list-style-type: none"> <li>- of sharing life, gifts and service (the communion of saints);</li> <li>- of the unique response of Mary and her role in the Church;</li> <li>- of the variety and forms of Christian life and service in and as the Church (e.g. family, lay, religious, priestly);</li> <li>- that following Jesus involves sacrifice;</li> </ul>
<b>CATHOLIC</b>	<ul style="list-style-type: none"> <li>- ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities);</li> <li>- opportunities they have to be the church in the parish, diocese and world-wide Church;</li> <li>- the life of the Church in other parts of the world (e.g. customs and traditions, universal saints);</li> </ul>	<ul style="list-style-type: none"> <li>- that the Good News Jesus lived and taught reveals God's love and forgiveness and brings joy and new life;</li> <li>- that all Christians share the responsibility of being a sign of God's love;</li> <li>- about organisation of local Church life - parochial and diocesan;</li> <li>- that the Church is world-wide and multi-cultural;</li> </ul>
<b>APOSTOLIC</b>	<ul style="list-style-type: none"> <li>- the ways Jesus proclaimed Good News to everyone he met and the variety of responses made;</li> <li>- the life and growth of the first Christian communities (e.g. Paul, Stephen);</li> <li>- the teaching role of the apostles (e.g. through New Testament letters);</li> </ul>	<ul style="list-style-type: none"> <li>- of how the Church spread through the first Christian communities;</li> <li>- that Jesus's teaching is handed down through local Churches;</li> <li>- of what Jesus taught about authority and service (e.g. washing of the feet);</li> </ul>
<b>MISSION</b>	<ul style="list-style-type: none"> <li>- how the local church is 'good news' for people and how everyone can have a part in this;</li> <li>- how the school community has opportunities to be 'good news' for others;</li> <li>- respect for the writings and holy people of other faith communities in England and Wales.</li> </ul>	<ul style="list-style-type: none"> <li>- of Christian responsibility for the sign we give and the Church's mission;</li> <li>- that everyone has a place in the Church and opportunities to live and share its life;</li> <li>- that love and service of God and others are universal human values and signs of God's Spirit in the world.</li> </ul>

# Keystage 3

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

## CHURCH

- continuity in God’s formation of a People from the Old to New Testament;
- Jesus’ imagery of ‘the kingdom of God’;

- of the Church’s understanding of and teaching about the roles of Father, Son and Holy Spirit in the life and mission of the Church;
- of the Church’s understanding of its nature and role in the world (e.g. communion with and in Jesus) ;

## ONE AND HOLY

- the development of the Church’s faith that Jesus Christ is the Son of God: in the Gospels and New Testament writings;
- the Church’s understanding of vocation: exemplified in Mary, lived by local and national saints and communities;

- that the Church’s faith in Jesus deepens and is handed down through Christian communities;
- of the Church’s understanding and teaching about vocation and the need for a personal response to God;
- of the example, role and privileges of Mary as Mother of God (e.g. Immaculate Conception);

## CATHOLIC

- characteristics of the People of God, in Scripture, in Tradition and in the world of today;
- the history and development of the Church in Britain i.e. Celtic Christianity, Augustine, Bede, the Reformation, Restoration of the Hierarchy);

- that the Church is a visible and spiritual community;
- of the Church’s pastoral role in society;
- of the main developments in the history of the Church in Britain;

## APOSTOLIC

- the mission of Jesus as revealed in the New Testament with particular reference to his priestly, prophetic and kingly roles;
- leadership and authority in Scripture and Tradition and in the life of the Church today;

- that as priest, prophet and king Jesus proclaims the kingdom of God;
- of the Church’s understanding of leadership, authority and service;
- of the role and apostolic succession of Pope and Bishops;

## MISSION

- the Church’s vocation to have special care for the poor and oppressed;
- the Church’s role as witness in society;
- life and practices of other faith communities especially those which are part of national life in England and Wales;
- the Church’s teaching about the need to recognise ‘seeds of the Word’ in other faith communities.

- that in the Church Christ’s mission continues;
- of the Church’s pastoral role: to be a revelation of God’s love and forgiveness, the teacher and servant of the People of God;
- that community life is valued and lived in all faith communities;
- of the Church’s teaching about respect for the life and belief of other faith communities.

# Keystage 4

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

## CHURCH

- key symbolism used of the Church in Scripture and Tradition;
- the significance of these symbols as expressions of faith;
- the implications of these symbols for the Church's role and influence in society;

- of development in the Church's understanding of its nature and role in society;
- of the nature of faith and how it is lived within the visible community of the Church;

## ONE AND HOLY

- the Church as the holy People of God, the communion of saints;
- Jesus's ministry as a prophetic sign, especially evidence of struggle and conflict;
- the Church as a 'sign of contradiction'; (e.g. speaking out on contemporary issues of justice);
- the role of Mary as model of faith and charity for today;
- opportunities and challenges presented by active membership of the Church;

- of the Church as a sign of 'the kingdom of God' which is beyond the time and space of the created world;
- of the place and significance of the cross in the life of Jesus and in the life of the Church;
- of the reasons for the honour given to Mary in the Tradition of the Church;

## CATHOLIC

- Church life – in family, parochial and diocesan situations both locally and internationally;

- that the Church is present wherever the People of God live the Christian life;

## APOSTOLIC

- the development of the teaching authority of the Church;

- of the role and responsibilities of the Church's Magisterium;

## MISSION

- the Church's mission to proclaim the Gospel;
- the global spread of the Church at key points of history and mission (e.g. key figures in Europe, in the Third World);
- relations with other Churches and other faiths (e.g. the work of Churches Together in England and Wales, other faith communities in England and Wales).

- of the Church's understanding of its role as Sacrament of Christ in the world;
- about the Church's ecumenical history and teaching;
- of the Church's teaching about respect and justice as foundations for inter-faith relationships.

# Area of Study Three: Celebration

The Celebration of the mystery of God in liturgy, the sacraments and prayer is explored in *Sacrosanctum Concilium* and in Parts Two and Four of the Catechism. The facets of the mystery of faith explored in this part of the Programme of Study are:

## ✠ LITURGY

celebrates, reveals and communicates the one vast divine blessing which is God's work of salvation. It is the source and effective sign of the communion between God and human beings in Christ through the Holy Spirit. It is the continuation of the work of the Father in Christ and by the power of the Spirit, in, with and through the Church. The celebration of the gift of salvation takes shape in the seasons and feasts of the Church's year. Liturgy involves the conscious, active and fruitful participation of everyone.

## ✠ SACRAMENTS

The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the sacraments which give and celebrate the life of God's grace in us. In the words and actions of the sacraments it is Christ who acts to communicate the grace that each sacrament signifies. A sacramental celebration is woven from signs and symbols which are drawn from the material creation and human culture. In the Church's liturgy they are raised to a new level and become signs of grace of the new creation in Jesus Christ. The seven sacraments touch all the stages and all the important moments of Christian life.

## ✠ BAPTISM, CONFIRMATION AND THE EUCHARIST

are the sacraments of Christian initiation which lay the foundations of every Christian life. In Baptism we are reborn as children of God in Christ and enlightened by the Holy Spirit. In Confirmation the laying on of hands and anointing with oil are the seal of the Holy Spirit which marks our total belonging to Christ and to his service. In the Eucharist we participate in the Lord's sacrifice. We are joined to the eternal praise and thanksgiving he offers as Son of the Father, and to his sacrifice on the cross. We receive him as our life and food, a promise of the eternal banquet of heaven. At the heart of the Eucharistic celebration are the bread and wine that become in reality Christ's Body and Blood. Catholic faith adores this enduring presence of Christ not only within the celebration of the Mass but also outside it.

## ✠ RECONCILIATION AND THE ANOINTING OF THE SICK

are the sacraments of healing. Reconciliation makes sacramentally present Jesus' call to conversion, involves contrition for our sins, confession of them to a priest, and absolution spoken by the priest in the name of Jesus Christ. In the celebration of the sacrament we acknowledge (confess) God's holiness and mercy and are reconciled to God and the community of the Church. The Anointing of the Sick makes sacramentally present the compassion and healing power of Christ through the laying on of hands and anointing with oil.

Key reference points in the Catechism (numbers refer to paragraphs)

What is liturgy?:  
1066-1073

God's plan of blessing:  
1077-1109

The Paschal Mystery and the Sacraments:  
1113 -1116

Who celebrates?:  
1136-1144

Signs and symbols:  
1145-1152

Liturgical year: 1163 -1171

Seven sacraments: 1210

Sacraments of Christian Initiation: 1212

Baptism: 1213-1274

Confirmation 1286-1314

Eucharist: 1322-1405  
What is this Sacrament called?: 1328-1332

Sacraments of Healing:  
1420-1421

Reconciliation: 1422-1484

Anointing of the Sick:  
1499-1525

### ✠ HOLY ORDERS AND MATRIMONY

are sacraments at the service of communion. Already consecrated by baptism and confirmation for the common priesthood of all the faithful, those who receive the sacrament of Holy Orders (deacons, priests, bishops) are entrusted with the apostolic ministry: to preach the Gospel, preside in the celebration of the sacraments and be leaders and servants according to Christ's example. They have responsibility for the faithfulness of the Church to the Word of God. The promises of marriage - to a faithful, exclusive, life-long partnership of love open to the gift of children - make it a visible sacrament of God's faithful and creative love.

### ✠ PRAYER

is a living relationship with God in, with and through Jesus Christ; an encounter which takes place in the intimacy of the heart of each person. All prayer, whether private or public is God's gift, the action of the Holy Spirit in us and an expression of this living relationship. Prayer is an expression of the universal search for God and of the response of faith to God's Self-Revelation. The whole history of salvation, past and present, is a treasure house of prayer which we need to explore and share.

Liturgy is not only celebration of divine worship, but also proclamation of the Gospel and active charity. The living of the Christian mystery is the subject of the next area of study.

Key reference points in the Catechism (numbers refer to paragraphs)

Sacraments at the Service of Communion: 1533-1535

Holy Orders: 1536-1589

Matrimony: 1601-1658

What is prayer?: 2559-2565

A universal call: 2566-2567

(for detail of prayer in Scripture, in Church tradition, the 'Our Father' etc. See Part IV)

# Keystage 1

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to:

The desired outcome for pupils will be knowledge and understanding:

## LITURGY

- take part in celebrations which express thanks and praise;
- recognise the place and value of celebrations in family, school and parish;
- hear about the Church's celebration of Sunday as a special day;
- become familiar with some ways the Church celebrates major seasons of the liturgical year;

- that celebrations express thanksgiving, joy, unity and love;
- that Sunday is a special day of celebration for the Church;
- of the major feasts and seasons of the liturgical year;

## SACRAMENTS

- hear about and explore celebrations in the life of Jesus;
- become familiar with signs and symbols used by the Church;

- that Jesus celebrated the blessings of God his Father;
- of the significance and variety of signs and symbols in their own lives and in the life of the Church;

## BAPTISM, CONFIRMATION AND THE EUCHARIST

- hear about and explore ways in which Jesus invited men and women to friendship and discipleship;
- hear about, explore and become familiar with the main rites and symbols of Baptism and Confirmation;
- hear the story of the Last Supper;
- hear about and become familiar with the main aspects of the Eucharistic celebration and prayers used at Mass;

- that Jesus invited men and women to share his life;
- that Baptism is a beginning and a welcome into the Church;
- that Confirmation celebrates the gift of the Holy Spirit;
- that in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper;
- that in the Eucharist Jesus gives himself;
- that the Eucharist is communion with Jesus and the family of the Church;

## RECONCILIATION AND THE ANOINTING OF THE SICK

- recognise and explore the need to say sorry and ask forgiveness;
- hear about and explore the Good News of God's love and forgiveness in Old and New Testament and the prayers of the Mass;
- hear about and explore Gospel accounts of how Jesus gave individuals the chance to change;

- that Jesus brings the good news of God the Father's love and forgiveness;
- that God's love helps people to change and to choose what is good;
- that at times everyone needs to say sorry and ask forgiveness;
- simple prayers of love and sorrow;

## MATRIMONY AND HOLY ORDERS

- hear about and explore ways in which Jesus showed love and care;
- hear about and recognise the love of parents expressed in family life;
- hear about and recognise the role of a priest in the love and service of God's family;

- that love is expressed in giving and receiving;
- that people love and care for each other in different ways;

Teachers will offer to pupils opportunities to:

**PRAYER**

- to hear, use and join in prayers from Scripture and tradition;
- to use their own words for prayer;
- to hear about and explore Jesus' prayer to his Father;
- to hear about and explore ways in which people pray in church.

The desired outcome for pupils will be knowledge and understanding:

- of some traditional prayers of the Church;
- of how to pray together;
- that they can speak to God in formal prayer and in their own words;
- that in prayer God speaks.

## Keystage 2

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

The desired outcome for pupils will be knowledge and understanding:

### LITURGY

- celebrations which mark significant events in people's lives;
- the Church's celebrations of significant events in the life of Jesus;
- Sunday as a significant day in the life of the local Church;
- that the celebration of significant events expresses thanksgiving and joy in growth and change;
- that the Church celebrates the life and love of Jesus Christ, the Son of God;
- of the customs and traditions of major liturgical feasts and seasons;

### SACRAMENTS

- elements of sacramental celebration (e.g. blessing, exchanging greetings, praise);
- community prayer – through taking part in and preparing simple celebrations;
- signs and symbols and their significance in liturgy;
- of patterns and forms of liturgical prayer;
- that Jesus promised to be present where people gather in his name;
- of how to participate in and prepare simple celebrations;
- of the significance and power of signs and symbols;

### BAPTISM, CONFIRMATION AND THE EUCHARIST

- words and images Jesus used to express communion (e.g. I am the vine and you are the branches);
- some ways people enter into the communion of the Church ;
- the rites of Baptism and Confirmation and the response they invite;
- the broad structure of the Eucharist;
- the significance of the Church's names for this Sacrament: the Mass, Eucharist, the Lord's Supper, the Breaking of Bread;
- that everyone is called to be a disciple growing to be more like Jesus;
- that Sacraments express and deepen communion with Jesus;
- of the promises of Baptism and how they are to be lived and renewed;
- of the significance of anointing in Confirmation;
- of what the Church is doing in the celebration of the Eucharist;
- that participation in the Eucharist is sharing the prayer, thanksgiving and sacrifice of Jesus;

### RECONCILIATION AND THE ANOINTING OF THE SICK

- Jesus' attitudes to sinners and his teaching about sorrow and forgiveness;
- their freedom to choose and responsibility to choose the good;
- the practice of examination of conscience and its significance for Christian living;
- the rite of Reconciliation and its significance;
- of God's love and mercy which are freely given;
- that review of life is important for Christian living;
- that the sacrament of Reconciliation is a celebration of God's love and forgiveness;
- of contrition, confession, absolution and a firm purpose of amendment;

### MATRIMONY AND HOLY ORDERS

- ways in which love and commitment are important in human life;
- and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words;
- of the significance of love and commitment for family and community life;
- that marriage and priesthood are special forms of commitment and service;

*Celebration KS2: continued on p. 29*

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

The desired outcome for pupils will be knowledge and understanding:

**PRAYER**

- prayer in the life of Jesus ;
  - the prayer Jesus taught his friends (Our Father) and its significance;
  - a variety of prayers and prayer forms, formal and informal used for personal and community prayer;
  - respect for celebrations of other faith communities and appreciation that prayer has a place in their life.
- that Jesus prayed and taught his disciples to pray;
  - of some traditional prayers;
  - of the variety of forms of prayer in the Church;
  - that other faith communities have significant celebrations and a variety of forms of prayer.

# Keystage 3

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

## LITURGY

- the Church's celebration of the Easter Triduum and Easter as its greatest feast and the significance of this;
- the significance of the Lord's Day in the Tradition of the Church;
- that the Paschal Mystery is the central event of the Church's celebrations;
- of how Sunday Eucharist is an expression of commitment, faith and communion;
- of the role of the whole People of God in the celebration of liturgy;

## SACRAMENTS

- the seven sacraments of the Church;
- the relationship of the sacraments to stages of natural life;
- the universal value of some signs and symbols;
- of the essential elements of the rites, the symbols used and their significance;
- of the place of universal signs and symbols in the life of the Church;

## BAPTISM, CONFIRMATION AND THE EUCHARIST

- the symbolism and significance of the rites of Baptism ;
- the significance of the rite of Confirmation and the Church's teaching about the gifts of the Holy Spirit;
- the Church's different ways of naming the Sacrament of the Eucharist and the significance of these names;
- the movement through the Eucharist celebration and the significance of the different rites;
- participation in the Eucharist and different ministries;
- that initiation into the life of the Church is the beginning of discipleship;
- that Confirmation deepens a personal response to the call and grace of Baptism;
- that sacraments are a source of grace for the individual and the whole Church;
- that the Eucharist is sacramental sacrifice, thanksgiving, memorial and presence;

## RECONCILIATION AND THE ANOINTING OF THE SICK

- sources of conflict in self and society and the need for healing and peace;
- the call to conversion in passages of the Old Testament;
- the pattern of forgiveness in the prayer Jesus gave his Church;
- the Gospel accounts of Jesus' compassion in his words and his healing miracles;
- the rites of the Sacrament of the Sick and their significance;
- of the place and significance of penance and forgiveness in Christian life;
- of the human need for reconciliation and healing;
- that Jesus came for the healing of all people;
- of the Christian responsibility to care for the sick and those in need;

## MATRIMONY AND HOLY ORDERS

- the rites of the sacrament of Matrimony and their significance;
- the joys and demands of married life;
- the service and sign given by the order of deacons in the Church;
- the rites of the sacrament of Holy Orders;
- the joys and demands of priesthood;
- of the values and expressions of love and commitment in marriage;
- that marriage and holy orders are a vocation to service;
- of the strength and blessings of these sacraments for particular ways of life;

*Celebration KS3: continued on p. 31*

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

**PRAYER**

- prayer in the life of Jesus;
  - the variety of prayer forms and their significance in Catholic life and history;
  - prayer as God's gift;
  - the practice and significance of prayer in other faith communities.
- of Jesus' teaching and example of the intimacy of prayer;
  - of variety of approaches to prayer and settings for prayer;
  - of prayer in the life of other faith communities.

# Keystage 4

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

## LITURGY

- worship as an expression of faith in God as Father, Son and Holy Spirit;
- the cycle of the liturgical year as an expression of the Church's faith;
- some historical aspects and major developments in the Church's celebration of liturgy;
- of the human instinct to worship;
- of the ways in which the Paschal Mystery gives unity to the liturgical cycle of feasts and seasons;
- that liturgy is 'the work' of the whole People of God;

## SACRAMENTS

- the sacraments which unite Christians and some of the differences between Churches and rites (e.g. Baptism in the Catholic, Orthodox, Anglican and Free Churches);
- universal signs and symbols which become a means of communication between cultures and faiths;
- that the Church celebrates communion and journeys towards communion;
- of ways in which the material creation and human culture can reflect the holiness of God;
- of the power and potential of universal signs and symbols;

## BAPTISM, CONFIRMATION AND THE EUCHARIST

- signs and symbols of Baptism and their significance in Scripture;
- the significance of Confirmation for Christian life in different Christian traditions;
- the significance of the Passover and the Last Supper in the Institution of the Eucharist;
- the presence of Christ in the Eucharist: in Word, priest, people, bread and wine;
- of the universal call to Baptism;
- that commitment and communion is at the heart of all sacramental celebrations;
- that the Sacrament of Eucharist is central to the Church's understanding of communion;

## RECONCILIATION AND THE ANOINTING OF THE SICK

- the different names of the Sacrament of Reconciliation and their significance;
- the Church's teaching on forgiveness;
- reconciliation as a human value for all community life;
- the Church's use and the significance of the names 'Anointing of the Sick' and 'viaticum';
- how the Church's teaching about illness and suffering has and can inform attitudes to life and death;
- that the Church and individual Christians are called to be God's instruments of reconciliation and healing;
- that Christian care for the sick and disadvantaged makes present the healing love of Christ;
- of the Church's teaching about life everlasting: death, judgement, hell and heaven;

## MATRIMONY AND HOLY ORDERS

- the universal vocation to holiness;
- the witness offered in the Church and in society by Christian marriage and the Domestic Church;
- the witness offered in the Church and in society by the priesthood;
- of concepts of commitment and consecration;
- of the Church's understanding of service;

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

**PRAYER**

- the nature and qualities of worship and prayer;
  - the role of the Holy Spirit in prayer;
  - the relationship between prayer, places of prayer and forms of liturgy;
  - the Lord's Prayer as a summary of Christian life.
- of the practice and place of prayer in the life and tradition of the Church;
  - of the importance of the Our Father.

## Area of Study Four: Life in Christ

The living of the Christian life is explored in *Gaudium et spes* and in Part III of the Catechism. The facets of the mystery of faith explored in this part of the Programme of Study are:

### ✠ THE DIGNITY OF THE HUMAN PERSON

Each human person is unique and made in God's image and likeness, having the rights of a person from the moment of conception. God has placed a desire for happiness in the heart of every human person, and by God's gifts of reason and free will, human beings are capable of knowing and choosing the good and rejecting what is evil. As human persons we desire the good, yet human nature bears the wound of original sin and is subject to temptation. It is in Christ that the gift of eternal life is assured. It is in him that the perfection of human dignity is revealed. It is he who teaches the way of happiness (the Beatitudes).

### ✠ FREEDOM, RESPONSIBILITY, CONSCIENCE

Freedom is the basis of properly human acts. It is the power to perform deliberate actions on one's own responsibility. Moral conscience is the law of God written in every human heart by which we judge particular choices. A person must be sufficiently present to him or herself in order to hear and follow the voice of conscience. The formation of conscience is a life-long task in which we are assisted by the gifts of the Holy Spirit, aided by the witness or advice of others and guided by the authoritative teaching of the Church. Evil may not be done even if good may result from it. Some actions can never be good. Human actions are rarely divorced from human passions (feelings). These are neither good nor evil in themselves but become morally good when they contribute to a good action, evil when the opposite is the case.

### ✠ LAW, GRACE, SIN

We come to know God's law both by the use of reason and by revelation. The law of the Old Covenant is summed up in the Ten Commandments; the law of the New Covenant is the law of the Gospel, expressed particularly in the Sermon on the Mount (Matthew Ch 5) and summed up in the new commandment of Jesus: 'Love one another as I have loved you'. With the help of God's grace we are able to fulfill this law and so find the happiness for which we are made. Grace is God's free gift, the life of Father, Son and Holy Spirit in us by which we are made holy (sanctified, whole). The gifts of the Holy Spirit enable us to share the mission of the Church. Graces proper to the sacraments, and Charisms build up the Church. By God's grace human and theological virtues develop and shape us as human beings. There is no limit to God's grace, nor to God's mercy and forgiveness when we fail. Sin is always an exercise of free will. It is always a failure of genuine love of God, of neighbour, of ourselves. Serious (mortal) sin 'separates' us from God until we repent and confess.

### ✠ THE HUMAN COMMUNITY

The human vocation to happiness is personal yet involves the human community as a whole. Human persons find fulfilment not in isolation, but in society. Concern for the common good, that is the well-being of all, not simply of the majority, is an essential part of our search for happiness. This search, when it is rooted in respect for the dignity of every human person, ensures social justice. 'Solidarity', that is friendship and social charity is a direct demand of human and Christian community. It gives urgency to the elimination of social inequalities. It goes beyond material goods.

Key reference points in the Catechism (numbers refer to paragraphs)

Dignity of human person: 1700

'In the image of God': 1701-1709

The desire for happiness: 1718-1791

Beatitude: 1720-1724

Freedom & Responsibility: 1731-1742

Conscience: 1770-1794

Morality of human action: 1749-1770

The Old Law: 1961-1964

The New Law: 1965-1974

Grace: 1996-2005

Virtues: 1804-1832

Sin: 1846-1869

Human vocation and society: 1878-1885

Social justice: 1928-1938

Human solidarity: 1939-1942

## ✠ LOVE OF GOD

The ten commandments are the word of God, regarded in the Old Testament as a gift and sign of God's love. They express the implications of belonging to God through the covenant of Sinai. Jesus summed them up saying, 'This is the first and greatest commandment: You shall love the Lord your God with all your heart, and with all your soul and with all your mind. The second is this: You shall love your neighbour as yourself.'

We express our love of God by acknowledging God as the Lord of our lives and giving God our thanks and praise. The regular Sunday participation in the celebration of Mass is a primary duty. Love of God is also expressed by reverence for God's name, for the name of Jesus, and by fidelity to the truth in all circumstances.

## ✠ LOVE OF NEIGHBOUR

Foundations for love of neighbour, together with Christian values which promote respect for authority and citizenship, are laid in family life. The values of family life are a vital element in the social doctrine of the Church.

Love of neighbour is expressed in respect for life at all stages, especially the life of those who cannot defend themselves, including the yet unborn. Respect for and development of human life requires us to work for justice in society and peace between peoples and nations.

Respect for our bodies, and those of others, is also an expression of love. Sexuality is a gift of God and requires self-control so that we always act towards another with love and respect. The vocation to chastity is a call to human integrity and wholeness. Sexual intercourse, as the complete physical expression of the bond of love with potential for generating new life, is reserved for marriage.

Love of neighbour involves respect for the integrity of all creation. It involves working for a just society, both locally and internationally, so that all are assured of fair access to the means of life and work. It includes love for the poor which results in the practical aid of our neighbours in their spiritual and bodily needs.

Love of neighbour means living in truthfulness as part of the Church's responsibility to bear witness to the truth. Concern for truth and social justice includes the use of means of modern communication in the service of the common good.

Love of neighbour is also an expression of our search for God. This love leads to a 'purity of heart' and integrity which 'hunger and thirst for justice'. This love and integrity inform all our attitudes to possessions and wealth.

Key reference points in the Catechism (numbers refer to paragraphs)

The Ten Commandments: 2052-2074

First-Third commandments the response of love: 2084-2188

Fourth-Tenth commandments

Family life: 2201-2233  
Authority and Civil society: 2234-2246

Respect for human life: 2258-2300  
Safeguarding Peace: 2302-2313

Vocation to chastity and love: 2337-2391

Social doctrine of the Church: 2407-2442  
Love of the poor: 2443-2447

Living in truth: 2465-2499

Purity of heart: 2514-2550

# Keystage 1

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning.

Teachers will offer to pupils opportunities to:

The desired outcome for pupils will be knowledge and understanding:

## THE DIGNITY OF THE HUMAN PERSON

- recognise their human qualities and gifts and those of others;
- develop self-esteem and respect for others;
- hear about, read and explore ways in which Jesus showed love and respect for others;

- that God loves and creates each person individually;
- that God's love is shown in the qualities and gifts every person has;
- that Jesus gives an example of love and respect for others;

## FREEDOM RESPONSIBILITY CONSCIENCE

- hear about, recognise and explore ways in which they are free to choose;
- recognise and explore opportunities to take responsibility for themselves and towards others;
- explore Scripture passages which illustrate freedom and responsibility in the choices people made;
- hear about the Holy Spirit as the Helper Jesus promised his Church;

- that God gives freedom to everyone as a gift;
- that freedom brings responsibilities;
- that choices affect ourselves and others;
- that the Holy Spirit guides the Church to follow Jesus;

## LAW, GRACE, SIN

- recognise love shown to them and to explore opportunities to show love towards others;
- recognise responses that are not loving and failures to show love and care;
- explore Scripture passages which reveal God's love (e.g. psalms of thanks, trust, calls for help);
- hear about Jesus' commandment 'Love one another as I have loved you';

- of opportunities to give and receive love;
- that for failure to show love and care people say sorry;
- that God is faithful and loves everyone without distinction;
- that Jesus gave an invitation to follow his way of love;

## THE HUMAN COMMUNITY

- observe and recognise what brings happiness or sadness;
- hear about and explore signs of God's care and blessings: in creation, in Scripture and in human life;
- recognise and respond to opportunities to share activities, resources, etc;
- observe and recognise similarity, equality and difference;

- that friendship and community life brings joy and challenges;
- that God's blessings in creation are many and varied;
- that people are alike and different and contribute to the life of a community in different ways;

## LOVE OF GOD

- hear about and explore passages in Scripture which express joy and trust in God's love;
- become familiar with words of Jesus which speak of his Father's love;

- that God's love is a source of joy and trust;
- that Jesus told people about the love of God his Father and showed them what it was like;

## LOVE OF NEIGHBOUR

- hear about and recognise what neighbours are;
- hear about and explore Jesus' call to 'love your neighbour as yourself'.

- of what it means to have and to be a neighbour;
- that Jesus asked his followers to love every neighbour.

## Keystage 2

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning. For more detail of 'Love of God' and 'Love of Neighbour' refer to page 31.

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

The desired outcome for pupils will be knowledge and understanding:

### THE DIGNITY OF THE HUMAN PERSON

- human gifts and qualities and the physical world as gifts and signs of God's love;
- how such gifts may be used, neglected or abused;
- the Gospel message that Jesus brings fullness of life for all people: the Beatitudes;

- that every human person is made 'in the image of God' and is called to reflect God's love;
- of what Jesus teaches about happiness and the love of his Father for all people;
- that individuals and communities must make choices about attitudes to human strengths and weaknesses;

### FREEDOM RESPONSIBILITY CONSCIENCE

- the joys and challenges that freedom and responsibility bring;
- conscience as a gift to be developed through the practice of examination of conscience;
- accounts in Scripture of God's invitations and a variety of responses;
- of the motives and emotions which influence choices;

- of what nourishes and what damages human relationships and relationship with God;
- of the joys and challenges relationships bring;
- that God calls and invites a free response;
- that emotions are gifts to be valued and used responsibly;
- that recognising motives and taking responsibility for them is important;

### LAW, GRACE, SIN

- Gospel accounts which show the love and complete self-giving of Jesus;
- the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life;
- sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness;

- that Jesus reveals the love and mercy of God his Father for every single person;
- of the new life and new creation that is God the Father's gift in Jesus;
- of the need for sorrow and forgiveness;

### THE HUMAN COMMUNITY

- the diversity and richness of creation;
- the joys and challenges of human community;
- the value and challenge of differences between individuals and peoples;
- the values of sharing, showing respect and care for others;
- respect for community values and life of other cultures and other faith communities;

- that the natural world is God's gift to all people;
- of the nature of community life;
- of diversity as a source of blessing and strength as well as a challenge;
- of generosity and unselfishness;
- that everyone is called to cherish and conserve creation;

### LOVE OF GOD

- how love of God is shown in obedience to God's commandments;
- Sunday as the Lord's day;

- that the commandments are guides in loving God;
- that worship and obedience are responses to God's love;

### LOVE OF NEIGHBOUR

- ways love of neighbour can be shown at home, at church, locally and globally;
- the Christian values which inform love of neighbour and oneself;
- ways in which care for others is important for other faith communities.

- that the commandments are guides to true love of oneself and others;
- of Christian values of justice, compassion, truthfulness and respect;
- that other faith communities have codes of behaviour based on their beliefs.

# Keystage 3

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning. For more detail of ‘Love of God’ and ‘Love of Neighbour’ refer to page 31.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

## THE DIGNITY OF THE HUMAN PERSON

- the Church’s faith that all human life is God’s gift;
- the Church’s understanding of the story of the fall as related in Genesis and its consequences for human nature;
- that human dignity is grounded in God’s love for every person;
- that human nature is divided and subject to temptation;
- that Jesus is God’s forgiveness and mercy;

## FREEDOM RESPONSIBILITY CONSCIENCE

- opportunities for the exercise of freedom and responsibility in family life, the local church and society: at local, national and global levels;
- the formation and cost of conscience and consequences of misinformed or unformed conscience;
- the role of authority in community life: in the family, the Church and society;
- of the value the Church’s places on freedom, responsibility and conscience;
- of concepts of authority;
- that the Holy Spirit guides the Church in the way of truth;

## LAW, GRACE, SIN

- the Old Testament understanding of life as a gift which requires a response;
- the Covenant between God and the People of Israel, and the promised land as a symbol of God’s faithfulness;
- the Gospel portrayal of the New Covenant in Jesus;
- failures to live out the Covenant;
- that the gift of life is God’s covenant with each person;
- of commitment and response;
- that God’s love and mercy are greater than sin and evil;
- that repentance is a response to God’s love;

## THE HUMAN COMMUNITY

- images and accounts in Scripture of human success and failure to build and sustain community;
- Gospel accounts of Jesus’ response to issues of justice and relationship;
- traditions and way of life of other faith communities in England and Wales.
- of conflict and its resolution;
- of Jesus’ teaching and example in dealing with some social issues;
- of the meaning of ‘the common good’;
- of community values of other faith communities in England and Wales;

## LOVE OF GOD

- the commandments as gift and sign of God’s love;
- the meaning and significance of the commandments that relate to love of God;
- of the understanding and interpretation of the commandments in the history and tradition of the Church;

## LOVE OF NEIGHBOUR

- the meaning and significance of the commandments which relate to love of neighbour and self;
- the Gospel evidence of how the teaching of Jesus reinforced and developed the commandments of the Old Law;
- the implications of the commandments for social and moral life (For detail see Area of Study p.37.)
- that the commandments and teaching of Jesus are a source of inspiration and positive guidance for Christian social and moral life.

## Keystage 4

The organic unity of the Programme is important. The Areas of Study are closely inter-related. Every facet reflects and reinforces the wholeness of the vision of religious education. Teachers will build on the learning experiences and concepts across the Keystages to provide continuity of learning. For more detail of 'Love of God' and 'Love of Neighbour' refer to page 31.

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

The desired outcome for pupils will be knowledge and understanding:

### THE DIGNITY OF THE HUMAN PERSON

- the Church's understanding of the relationship between God – Father, Son and Holy Spirit – and human persons;
- the reality of evil and sin in human life, and the interpretation of the origin of evil in Jewish and Christian teaching;
- the Gospel portrayal of Jesus as Messiah;

- that God gives each person life and calls each one to a covenant relationship;
- of the Church's teaching on the mystery of redemption;
- that Jesus Christ reveals the dignity of human nature and is the model of response to God;

### FREEDOM RESPONSIBILITY CONSCIENCE

- the Church's teaching on the freedom and formation of conscience;
- signs of the influence of Christian values in social situations;
- ways in which Christian values might influence situations of conflict and injustice;
- the meaning of the Gospel 'option for the poor';

- of the value the Church places on freedom and formation of conscience;
- of Christian concepts of justice and peace;
- of the Church's vocation to bring the Gospel of Christ to all people;

### LAW, GRACE, SIN

- the role of law in human society;
- aspects of the relationship between love and law in the history of salvation;
- choices that turn out to be destructive;
- the Gospel portrayal of Jesus as law-giver and judge;
- law and authority in the life of the Church;
- evidence of sinfulness and resurrection in human life;

- of the nature of law and authority;
- about sin and mercy;
- of the source of the Church's authority;
- of redemption and judgement in Scripture;

### THE HUMAN COMMUNITY

- unity and disunity among people;
- the Church's understanding of its role as the sign and source of reconciliation and unity;
- the Church's teaching about justice and peace;
- the Church's work for unity and justice;
- attitudes and values regarding community life in other faith communities in England and Wales;

- that the love and communion of the Trinity is the source of the Church's social teaching;
- of the Church's role as Sacrament of Christ;
- of the principles which Christianity proposes as foundations for justice and peace;
- of community values which influence other faith communities;

### LOVE OF GOD

- the relationship of the Decalogue in the Old Testament and Jesus' 'New Commandment';
- the relationship between 'commandment' and 'response';

- the shared heritage of Christians and Jews;
- the need for personal commitment and response to God;

### LOVE OF NEIGHBOUR

- the application of individual commandments for personal, Church, social and global living;
- social and moral implications of loving neighbours 'as oneself'. (For detail see Area of Study p.37.)

- of the sources of Christian morality;
- of the Christian vision of a way of life and holiness.

## Provision for Under Fives (Nursery)

In making curriculum provision for four year olds, schools are not legally bound to include religious education. Under the 1996 Nursery and Grant Maintained Schools Act they are, however, expected to make provision for the spiritual, moral, social and cultural development of their pupils who are of nursery age.

If Catholic schools are to be true to the vision and aims of religious education as laid out in this Directory, they must ensure that ALL pupils experience what it is to be part of a Catholic community. Within what is a highly-integrated curriculum, teachers of under fives will seek to:

- make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context;
- build on and extend the foundations of religious education begun in the home; and
- in partnership with home and parish, prepare pupils for more formal religious education at a later stage.

In the light of the four Areas of Study, laying the foundations for more formal religious education will include seeking to enable pupils to:

- form and enjoy good relationships with peers and with adults in the school community;
- come to know that God loves each one always and at all times;
- come to know Jesus is God the Father's Son;
- come to know that Jesus tells us about God his Father;
- hear the story of Christmas and Easter;

### Revelation

- know that they are special within their family and the community;
- come to know that Mary is the Mother of Jesus;
- recognise that a church is a special place where God's People gather to pray;

### Church

- come to appreciate their friendship with Jesus through Baptism;
- come to know that Jesus helps us to choose the good;
- come to know that Sunday is a special day;
- recognise prayer is talking and listening to God;
- experience praying with others as a celebration;
- experience liturgical celebrations in a variety of simple settings;
- be able to join in simple prayers and hymns;

### Celebration

- respect each other, respect adults;
- learn to take responsibility for choices and actions;
- learn to say 'sorry';

### Life in Christ



# Overview: Keystage One

## Revelation

---

Teachers will offer to pupils opportunities to:

- recognise relationships of love (e.g. parent, child) and love received and given (e.g. sharing);
- recognise and become familiar with the sign of the cross;
- observe beauty, detail and order in creation;
- hear, read and explore in Scripture praise of God in creation and the story of creation as God's work;
- investigate and recognise their gifts and growth (e.g. gifts of senses);
- hear, read, explore and reflect upon:  
a variety of Scripture imagery which speaks of God;  
stories of significant people in the Old and New Testament;
- hear, read and become familiar with the main events, characters and places in the life of Jesus: Nativity, Palm Sunday, the Last Supper, Good Friday, Easter Sunday;
- hear, read and become familiar with the story of the coming of the Holy Spirit at Pentecost.

The desired outcome for pupils will be knowledge and understanding:

- of loving relationships and sharing;
- that the sign of the cross names Father, Son and Holy Spirit and is a sign of love and blessing;
- of the wonder and beauty of creation;
- that praise and thanks are expressed in prayer (e.g. creation psalms);
- that they have strengths and limitations and gifts from beyond themselves and that these are signs of God's love;
- that the Bible is God's book;
- that Scripture stories reveal and hand on good news about God and contain messages about life;
- that the Church uses and reverences the Bible;
- that Jesus reveals the Good News of God his Father;
- that Jesus is the Son of God;
- that Mary heard God and said 'yes';
- that the cross is the sign of Jesus' love for his Father and for us;
- that Jesus' promise to send the Holy Spirit is fulfilled at Pentecost and this marks the beginning of the Church.

## Church

---

Teachers will offer to pupils opportunities to hear about, recognise and explore:

- relationships they have in the family, at school, in the parish, neighbourhood, world;
- ways of belonging to and being community;
- 'Church' as the People of God made one by Jesus, a community which shares love and life;
- roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope);
- the role of Mary and her 'yes' to God's Word;
- God's call to key figures in the history of the People of God, past and present;
- 'church' as a 'house of God' where God's People gather with Jesus;
- ways in which a Christian family and parish share and celebrate life, and show care for one another;
- church buildings and furnishing and how people show respect and reverence in church;
- the way Jesus proclaimed the Good News in what he did and said;
- the way Jesus gathered and formed a community of disciples and the life they shared;
- how people who heard the Good News of Jesus began to share a way of life;
- opportunities today to live and share life following the example of Jesus.

The desired outcome for pupils will be knowledge and understanding:

- of how people belong to the Church - domestic (family), local (parish and diocese), universal (world-wide);
- that Jesus is the Head of the Church, the One who leads God's People;
- that God calls individuals and communities to share life and show care for each other;
- that the Church remembers and honours Mary for her response to God (Hail Mary);
- of different forms of ministry in the Church (e.g. Eucharistic minister, reader, deacon, priest, etc.);
- the Our Father;
- that through Jesus, the Son of God, the Church is united in prayer, service, thanksgiving and celebration;
- that belonging and love may be expressed in many different ways in a community;
- that a church building is a holy gathering place where everyone is welcome and where the community share and celebrate life, and worship together;
- that Jesus' life and mission is the Gospel (Good News);
- that Jesus called men and women to share his life and his mission;
- that the Church is the community which continues Jesus' mission to proclaim Good News to the whole world;
- that the Church is men, women and children who try to follow the example of Jesus.

# Celebration

---

Teachers will offer to pupils opportunities to:

- take part in celebrations which express thanks and praise;
- recognise the place and value of celebrations in family, school and parish;
- hear about the Church's celebration of Sunday as a special day;
- become familiar with some ways the Church celebrates major seasons of the liturgical year;
- hear about and explore celebrations in the life of Jesus;
- become familiar with signs and symbols used by the Church;
- hear about and explore ways in which Jesus invited men and women to friendship and discipleship;
- hear about, explore and become familiar with the main rites and symbols of Baptism and Confirmation;
- hear the story of the Last Supper;
- hear about and become familiar with the main aspects of the Eucharistic celebration and prayers used at the Eucharist;
- recognise and explore the need to say sorry and ask forgiveness;
- hear about and explore the Good News of God's love and forgiveness in Old and New Testament and the prayers of the Mass;
- hear about and explore Gospel accounts of how Jesus gave individuals the chance to change;
- hear about and explore ways in which Jesus showed love and care;
- hear about and recognise the love of parents expressed in family life;
- hear about and recognise the role of a priest in the love and service of God's family;
- to hear, use and join in prayers from Scripture and tradition;
- to use their own words for prayer;
- to hear about and explore Jesus' prayer to his Father;
- to hear about and explore ways in which people pray in church.

The desired outcome for pupils will be knowledge and understanding:

- that celebrations express thanksgiving, joy, unity and love;
- that Sunday is a special day of celebration for the Church;
- of the major feasts and seasons of the liturgical year;
- that Jesus celebrated the blessings of God his Father;
- of the significance and variety of signs and symbols in their own lives and in the life of the Church;
- that Jesus invited men and women to share his life;
- that Baptism is a beginning and a welcome into the Church;
- that Confirmation celebrates the gift of the Holy Spirit;
- that in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper;
- that in the Eucharist Jesus gives himself;
- that the Eucharist is communion with Jesus and the family of the Church;
- that Jesus brings the good news of God the Father's love and forgiveness;
- that God's love helps people to change and to choose what is good;
- that at times everyone needs to say sorry and ask forgiveness;
- simple prayers of love and sorrow;
- that love is expressed in giving and receiving;
- that people love and care for each other in different ways;
- of some traditional prayers of the Church;
- of how to pray together;
- that they can speak to God in formal prayer and in their own words;
- that in prayer God speaks.

# Life in Christ

---

Teachers will offer to pupils opportunities to:

- recognise their human qualities and gifts and those of others;
- develop self-esteem and respect for others;
- hear about, read and explore ways in which Jesus showed love and respect for others;
- hear about, recognise and explore ways in which they are free to choose;
- recognise and explore opportunities to take responsibility for themselves and towards others;
- explore Scripture passages which illustrate freedom and responsibility in the choices people made;
- hear about the Holy Spirit as the Helper Jesus promised his Church;
- recognise love shown to them and to explore opportunities to show love towards others;
- recognise responses that are not loving and failures to show love and care;
- explore Scripture passages which reveal God's love (e.g. psalms of thanks, trust, calls for help);
- hear about Jesus' commandment 'Love one another as I have loved you';
- observe and recognise what brings happiness or sadness;
- hear about and explore signs of God's care and blessings: in creation, in Scripture and in human life;
- recognise and respond to opportunities to share activities, resources, etc;
- observe and recognise similarity, equality and difference;
- hear about and explore passages in Scripture which express joy and trust in God's love;
- become familiar with words of Jesus which speak of his Father's love;
- hear about and recognise what neighbours are;
- hear about and explore Jesus' call to 'love your neighbour as yourself'.

The desired outcome for pupils will be knowledge and understanding:

- that God loves and creates each person individually;
- that God's love is shown in the qualities and gifts every person has;
- that Jesus gives an example of love and respect for others;
- that God gives freedom to everyone as a gift;
- that freedom brings responsibilities;
- that choices affect ourselves and others;
- that the Holy Spirit guides the Church to follow Jesus;
- of opportunities to give and receive love;
- that for failure to show love and care people say sorry;
- that God is faithful and loves everyone without distinction;
- that Jesus gave an invitation to follow his way of love;
- that friendship and community life brings joy and challenges;
- that God's blessings in creation are many and varied;
- that people are alike and different and contribute to the life of a community in different ways;
- that God's love is a source of joy and trust;
- that Jesus told people about the love of God his Father and showed them what it was like;
- of what it means to have and to be a neighbour;
- that Jesus asked his followers to love every neighbour.

# Overview: Keystage Two

## Revelation

---

Teachers will offer to pupils opportunities to:

- recognise joy, giving and receiving and challenge in relationships;
- hear about and explore how Jesus spoke of God his Father and the Holy Spirit;
- recognise responses to creation (e.g. in prayer, art, music etc);
- investigate and recognise care for and misuse of God's creation;
- hear about God's call to people in the Old Testament;
- investigate and recognise that Jesus called people to follow him;
- observe and recognise ways in which people of today can hear and respond to God's call;
- hear, read and explore key imagery that speaks of God in the Old Testament and the Gospels;
- hear about and explore the Bible;
- hear, read and explore the Gospel accounts of key events in the life of Jesus: nativity, presentation, finding in the Temple, baptism, temptations, passion, death, resurrection and ascension;
- hear about, read and explore Gospel accounts of Jesus' public ministry and teaching;
- hear about, read and explore Gospel accounts of how the lives of men and women were changed by their encounters with Jesus;
- hear, read and explore the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

The desired outcome for pupils will be knowledge and understanding:

- that Jesus, God the Son shows his love for his Father (Abba) and the Father's love for all;
- that the Holy Spirit, the Helper, is the gift which Jesus promised;
- that God calls everyone to care for all creation with love and respect;
- that God calls people and they respond;
- that Jesus called people to follow him;
- that love and service express love of God and response to God's Word and at times this will involve sacrifice;
- that human language seeks imagery to express the mystery of God;
- of how to find their way round the Bible;
- that there are different types of literature in the Bible;
- that the Bible is God's living Word, written under the guidance of the Holy Spirit, taught and handed on in the living Tradition of the Church;
- that the first five books of the Old Testament are the Torah (Law) of Jewish faith;
- that God his Father prepared the People of Israel for the coming of Jesus;
- that Jesus was born a Jew and lived in faithful observance of Jewish tradition;
- that the Gospels proclaim that Jesus is the fulfilment of God's promises;
- that in word and deed Jesus revealed the love and mercy of God his Father;
- that people's lives were changed by their response to Jesus;
- that Jesus' death on the cross expressed his love for his Father and for all people and changed the world;
- that the coming of the Holy Spirit transformed Jesus' disciples and was the beginning of the life of the Christian Church.

## Church

---

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

- key images of the Church used in Scripture and Tradition;
- the implications of this imagery for community life;
- God's call to individuals and their different responses;
- the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church;
- the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community;
- the cost of discipleship;
- ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities);
- opportunities they have to 'be church' in the parish, diocese and world-wide Church;
- the life of the Church in other parts of the world (e.g. customs and traditions, universal saints);
- the ways Jesus proclaimed Good News to everyone he met and the variety of responses made;
- the life and growth of the first Christian communities (e.g. Paul, Stephen);
- the teaching role of the apostles (e.g. through New Testament letters);
- how the local church is 'good news' for people and how everyone can have a part in this;
- how the school community has opportunities to be 'good news' for others;
- respect for the writings and holy people of other faith communities in England and Wales.

The desired outcome for pupils will be knowledge and understanding:

- that Jesus Christ is the source of the Church's unity and holiness;
- that belonging to the Church brings privileges and responsibilities;
- of sharing life, gifts and service (the communion of saints);
- of the unique response of Mary and her role in the Church;
- of the variety and forms of Christian life and service in and as the Church (e.g. family, lay, religious, priestly);
- that following Jesus involves sacrifice;
- that the Good News Jesus lived and taught reveals God's love and forgiveness and brings joy and new life;
- that all Christians share the responsibility of being a sign of God's love;
- about organisation of local Church life - parochial and diocesan;
- that the Church is world-wide and multi-cultural;
- of how the Church spread through the first Christian communities;
- that Jesus's teaching is handed down through local Churches;
- of what Jesus taught about authority and service (e.g. washing of the feet);
- of Christian responsibility for the sign we give and the Church's mission;
- that everyone has a place in the Church and opportunities to live and share its life;
- that love and service of God and others are universal human values and signs of God's Spirit in the world.

# Celebration

---

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

- celebrations which mark significant events in people's lives;
- the Church's celebrations of significant events in the life of Jesus;
- Sunday as a significant day in the life of the local Church;
- elements of sacramental celebration (e.g. blessing, exchanging greetings, praise);
- community prayer – through taking part in and preparing simple celebrations;
- signs and symbols and their significance in liturgy;
- words and images Jesus used to express communion (e.g. I am the vine and you are the branches);
- some ways people enter into the communion of the Church ;
- the rites of Baptism and Confirmation and the response they invite;
- the broad structure of the Eucharist;
- the significance of the Church's names for this Sacrament: the Mass, Eucharist, the Lord's Supper, the Breaking of Bread;
- Jesus' attitudes to sinners and his teaching about sorrow and forgiveness;
- their freedom to choose and responsibility to choose the good;
- the practice of examination of conscience and its significance for Christian living;
- the rite of Reconciliation and its significance;
- ways in which love and commitment are important in human life;
- and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words;
- prayer in the life of Jesus ;
- the prayer Jesus taught his friends (Our Father) and its significance;
- a variety of prayers and prayer forms, formal and informal used for personal and community prayer;
- respect for celebrations of other faith communities and appreciation that prayer has a place in their life.

# Life in Christ

---

Teachers will offer to pupils opportunities to hear about, explore and deepen their understanding of:

- human gifts and qualities and the physical world as gifts and signs of God's love;
- how such gifts may be used, neglected or abused;
- the Gospel message that Jesus brings fullness of life for all people: the Beatitudes;
- the joys and challenges that freedom and responsibility bring;
- conscience as a gift to be developed through the practice of examination of conscience;
- accounts in Scripture of God's invitations and a variety of responses;
- of the motives and emotions which influence choices;
- Gospel accounts which show the love and complete self-giving of Jesus;
- the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life;
- sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness;
- the diversity and richness of creation;
- the joys and challenges of human community;
- the value and challenge of differences between individuals and peoples;
- the values of sharing, showing respect and care for others;
- respect for community values and life of other cultures and other faith communities;
- how love of God is shown in obedience to God's commandments;
- Sunday as the Lord's day;
- ways love of neighbour can be shown at home, at church, locally and globally;
- the Christian values which inform love of neighbour and oneself;
- ways in which care for others is important for other faith communities.

The desired outcome for pupils will be knowledge and understanding:

- that the celebration of significant events expresses thanksgiving and joy in growth and change;
- that the Church celebrates the life and love of Jesus Christ, the Son of God;
- of the customs and traditions of major liturgical feasts and seasons;
- of patterns and forms of liturgical prayer;
- that Jesus promised to be present where people gather in his name;
- of how to participate in and prepare simple celebrations;
- of the significance and power of signs and symbols;
- that everyone is called to be a disciple growing to be more like Jesus;
- that Sacraments express and deepen communion with Jesus;
- of the promises of Baptism and how they are to be lived and renewed;
- of the significance of anointing in Confirmation;
- of what the Church is doing in the celebration of the Eucharist;
- that participation in the Eucharist is sharing the prayer, thanksgiving and sacrifice of Jesus;
- of God's love and mercy which are freely given;
- that review of life is important for Christian living;
- that the sacrament of Reconciliation is a celebration of God's love and forgiveness;
- of contrition, confession, absolution and a firm purpose of amendment;
- of the significance of love and commitment for family and community life;
- that marriage and priesthood are special forms of commitment and service;
- that Jesus prayed and taught his disciples to pray;
- of some traditional prayers;
- of the variety of forms of prayer in the Church;
- that other faith communities have significant celebrations and a variety of forms of prayer.

The desired outcome for pupils will be knowledge and understanding:

- that every human person is made 'in the image of God' and is called to reflect God's love;
- of what Jesus teaches about happiness and the love of his Father for all people;
- that individuals and communities must make choices about attitudes to human strengths and weaknesses;
- of what nourishes and what damages human relationships and relationship with God;
- of the joys and challenges relationships bring;
- that God calls and invites a free response;
- that emotions are gifts to be valued and used responsibly;
- that recognising motives and taking responsibility for them is important;
- that Jesus reveals the love and mercy of God his Father for every single person;
- of the new life and new creation that is God the Father's gift in Jesus;
- of the need for sorrow and forgiveness;
- that the natural world is God's gift to all people;
- of the nature of community life;
- of diversity as a source of blessing and strength as well as a challenge;
- of generosity and unselfishness;
- that everyone is called to cherish and conserve creation;
- that the commandments are guides in loving God;
- that worship and obedience are responses to God's love;
- that the commandments are guides to true love of oneself and others;
- of Christian values of justice, compassion, truthfulness and respect;
- that other faith communities have codes of behaviour based on their beliefs.

# Overview: Keystage Three

## Revelation

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- passages from Scripture which speak of God:
  - as Father, the source of all blessing;
  - as Son, the Word through whom all things are made;
  - as Spirit, actively present in the world, the Church and human hearts and minds;
- humanity as created by God;
- awareness of the transcendent and the holy and of the Presence of God in self, others and the world;
- human response to God's call to a covenant relationship and how this involves blessing, grace, struggle and weakness (original sin);
- the human vocation to seek communion;
- the variety of literary forms in Scripture and the oral, written and teaching tradition of the Church;
- key biblical concepts in both Old and New Testament (e.g. creation, covenant, kingdom, exile, discipleship);
- the Church's use of scripture in worship, teaching and prayer;
- the concept of Messiah in the Old and New Testament;
- the life and ministry of Jesus, his teaching, parables and miracles;
- the role of the Holy Spirit in Old and New Testament;
- the role of the prophets - their call to faithfulness, repentance, justice and compassion for all especially the poor and weak;
- expressions of belief in the value of life, in the divine and in the value of relationships which are to be found in the oral and written traditions of other faith communities in England and Wales.

The desired outcome for pupils will be knowledge and understanding:

- of the Church's teaching of God as Father, Son and Holy Spirit;
- how Scripture names God;
- of the Church's teaching about human life, dignity and vocation;
- that Scripture records from the beginning God's blessing in creation, God's call to stewardship, the problem of human sinfulness and good and evil;
- that Scripture and Tradition reveal God's love, mercy and forgiveness which meet human faithfulness and sinfulness;
- that the Scriptures are the living Word of God;
- that the oral, written and teaching Tradition of the Church reveals God's plan of salvation;
- of the teaching authority of the Church;
- that the events of the life, death and resurrection of Jesus Christ are at the heart of Catholic faith;
- that Jesus is God become man so that human beings might share the life of God;
- that the Holy Spirit guides and leads the People of God into the truth of the Gospel;
- that the Church's mission is to proclaim Good News to all ages and all people;
- that other faith communities have writings that are sacred to them and express belief and the search for God.

## Church

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- continuity in God's formation of a People from the Old to New Testament;
- Jesus' imagery of 'the kingdom of God';
- the development of the Church's faith that Jesus Christ is the Son of God: in the Gospels and New Testament writings;
- the Church's understanding of vocation: exemplified in Mary, lived by local and national saints and communities;
- characteristics of the People of God, in Scripture, in Tradition and in the world of today;
- the history and development of the Church in Britain i.e. Celtic Christianity, Augustine, Bede, the Reformation, Restoration of the Hierarchy);
- the mission of Jesus as revealed in the New Testament with particular reference to his priestly, prophetic and kingly roles;
- leadership and authority in Scripture and Tradition and in the life of the Church today;
- the Church's vocation to have special care for the poor and oppressed;
- the Church's role as witness in society;
- life and practices of other faith communities especially those which are part of national life in England and Wales;
- the Church's teaching about the need to recognise 'seeds of the Word' in other faith communities.

The desired outcome for pupils will be knowledge and understanding:

- of the Church's understanding of and teaching about the roles of Father, Son and Holy Spirit in the life and mission of the Church;
- of the Church's understanding of its nature and role in the world (e.g. communion with and in Jesus) ;
- that the Church's faith in Jesus deepens and is handed down through Christian communities;
- of the Church's understanding and teaching about vocation and the need for a personal response to God;
- of the example, role and privileges of Mary as Mother of God (e.g. Immaculate Conception);
- that the Church is a visible and spiritual community;
- of the Church's pastoral role in society;
- of the main developments in the history of the Church in Britain;
- that as priest, prophet and king Jesus proclaims the kingdom of God;
- of the Church's understanding of leadership, authority and service;
- of the role and apostolic succession of Pope and Bishops;
- that in the Church Christ's mission continues;
- of the Church's pastoral role: to be a revelation of God's love and forgiveness, the teacher and servant of the People of God;
- that community life is valued and lived in all faith communities;
- of the Church's teaching about respect for the life and belief of other faith communities.

# Celebration

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- the Church's celebration of the Easter Triduum and Easter as its greatest feast and the significance of this;
- the significance of the Lord's Day in the Tradition of the Church;
- the seven sacraments of the Church;
- the relationship of the sacraments to stages of natural life;
- the universal value of some signs and symbols;
- the symbolism and significance of the rites of Baptism ;
- the significance of the rite of Confirmation and the Church's teaching about the gifts of the Holy Spirit;
- the Church's different ways of naming the Sacrament of the Eucharist and the significance of these names;
- the movement through the Eucharist celebration and the significance of the different rites;
- participation in the Eucharist and different ministries;
- sources of conflict in self and society and the need for healing and peace;
- the call to conversion in passages of the Old Testament;
- the pattern of forgiveness in the prayer Jesus gave his Church;
- the Gospel accounts of Jesus' compassion in his words and his healing miracles;
- the rites of the Sacrament of the Sick and their significance;
- the rites of the sacrament of Matrimony and their significance;
- the joys and demands of married life;
- the service and sign given by the order of deacons in the Church;
- the rites of the sacrament of Holy Orders;
- the joys and demands of priesthood;
- prayer in the life of Jesus;
- the variety of prayer forms and their significance in Catholic life and history;
- prayer as God's gift;
- the practice and significance of prayer in other faith communities.

The desired outcome for pupils will be knowledge and understanding:

- that the Paschal Mystery is the central event of the Church's celebrations;
- of how Sunday Eucharist is an expression of commitment, faith and communion;
- of the role of the whole People of God in the celebration of liturgy;
- of the essential elements of the rites, the symbols used and their significance;
- of the place of universal signs and symbols in the life of the Church;
- that initiation into the life of the Church is the beginning of discipleship;
- that Confirmation deepens a personal response to the call and grace of Baptism;
- that sacraments are a source of grace for the individual and the whole Church;
- that the Eucharist is sacramental sacrifice, thanksgiving, memorial and presence;
- of the place and significance of penance and forgiveness in Christian life;
- of the human need for reconciliation and healing;
- that Jesus came for the healing of all people;
- of the Christian responsibility to care for the sick and those in need;
- of the values and expressions of love and commitment in marriage;
- that marriage and holy orders are a vocation to service;
- of the strength and blessings of these sacraments for particular ways of life;
- of Jesus' teaching and example of the intimacy of prayer;
- of variety of approaches to prayer and settings for prayer;
- of prayer in the life of other faith communities.

# Life in Christ

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- the Church's faith that all human life is God's gift;
- the Church's understanding of the story of the fall as related in Genesis and its consequences for human nature;
- opportunities for the exercise of freedom and responsibility in family life, the local church and society: at local, national and global levels;
- the formation and cost of conscience and consequences of misinformed or unformed conscience;
- the role of authority in community life: in the family, the Church and society;
- the Old Testament understanding of life as a gift which requires a response;
- the Covenant between God and the People of Israel, and the promised land as a symbol of God's faithfulness;
- the Gospel portrayal of the New Covenant in Jesus;
- failures to live out the Covenant;
- images and accounts in Scripture of human success and failure to build and sustain community;
- Gospel accounts of Jesus' response to issues of justice and relationship;
- traditions and way of life of other faith communities in England and Wales.
- the commandments as gift and sign of God's love;
- the meaning and significance of the commandments that relate to love of God;
- the meaning and significance of the commandments which relate to love of neighbour and self;
- the Gospel evidence of how the teaching of Jesus reinforced and developed the commandments of the Old Law;
- the implications of the commandments for social and moral life (For detail see Area of Study p.37.)

The desired outcome for pupils will be knowledge and understanding:

- that human dignity is grounded in God's love for every person;
- that human nature is divided and subject to temptation;
- that Jesus is God's forgiveness and mercy;
- of the value the Church's places on freedom, responsibility and conscience;
- of concepts of authority;
- that the Holy Spirit guides the Church in the way of truth;
- that the gift of life is God's covenant with each person;
- of commitment and response;
- that God's love and mercy are greater than sin and evil;
- that repentance is a response to God's love;
- of conflict and its resolution;
- of Jesus' teaching and example in dealing with some social issues;
- of the meaning of 'the common good';
- of community values of other faith communities in England and Wales;
- of the understanding and interpretation of the commandments in the history and tradition of the Church;
- that the commandments and teaching of Jesus are a source of inspiration and positive guidance for Christian social and moral life.

# Overview: Keystage Four

## Revelation

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- the Church's teaching about God as One and Trinity: its biblical roots, the formation of credal statements and their implications for the Christian life;
- the Church's teaching about God's power and Providence in creation and the problem of evil;
- the Church's teaching about faith (e.g. gift, virtue) and the place of reason in the search for God;
- human experience of faith, faithfulness and the challenge of commitment;
- sources of strength and weakness, unity and conflict in themselves, in society and in the Church;
- the Church's teaching on inspiration and the formation of the canon of Scripture;
- the variety of biblical translations and aspects of the history and practice of the Church's use of Scripture;
- literary forms which influence teaching and learning about faith;
- the Church's teaching and faith in Jesus Christ:
  - as fulfilment of the Old Testament;
  - as proclaimed and witnessed to in the New Testament;
  - as proclaimed and witnessed to in the life of the Church which looks forward to and prepares for his coming in glory;
- the names and titles given to and used by Jesus of himself;
- the Church's teaching on the Holy Spirit in the life of the Church and the individual Christian;
- the Church's teaching on respect for the work of the Holy Spirit in all men and women of good will.

The desired outcome for pupils will be knowledge and understanding:

- that God's Self-Revelation invites a personal response and commitment;
- of the importance of human relationships as reflections of the relationships of the Trinity;
- of how the Church interprets the account of the fall and its consequences for human nature;
- that human understanding and knowledge of God as Creator has developed through history;
- that there are stages of development in personal faith;
- of the Church's teaching on human dignity and diversity;
- that human beings share responsibility for the care of creation;
- of the Church's teaching of the role of the Holy Spirit in Scripture and Tradition;
- of how the Church receives and uses the Scriptures as the living Word of God;
- of the teaching role of the Church's Magisterium in the universal and local Church (Pope and Bishops);
- of the Jewish roots of Christianity;
- of the historical Jesus and the development of the Church's belief in the Christ of faith;
- that the sacrifice of Jesus on Calvary is for all time and for all people;
- that Jesus revealed the perfect response to God;
- that the Holy Spirit forms and guides God's People through all ages;
- of respect for goodness and search in other faith communities.

## Church

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- key symbolism used of the Church in Scripture and Tradition;
- the significance of these symbols as expressions of faith;
- the implications of these symbols for the Church's role and influence in society;
- the Church as the holy People of God, the communion of saints;
- Jesus's ministry as a prophetic sign, especially evidence of struggle and conflict;
- the Church as a 'sign of contradiction'; (e.g. speaking out on contemporary issues of justice);
- the role of Mary as model of faith and charity for today;
- opportunities and challenges presented by active membership of the Church;
- Church life – in family, parochial and diocesan situations both locally and internationally;
- the development of the teaching authority of the Church;
- the Church's mission to proclaim the Gospel;
- the global spread of the Church at key points of history and mission (e.g. key figures in Europe, in the Third World);
- relations with other Churches and other faiths (e.g. the work of Churches Together in England and Wales, other faith communities in England and Wales).

The desired outcome for pupils will be knowledge and understanding:

- of development in the Church's understanding of its nature and role in society;
- of the nature of faith and how it is lived within the visible community of the Church;
- of the Church as the sign of 'the kingdom of God' which is beyond the time and space of the created world;
- of the place and significance of the cross in the life of Jesus and in the life of the Church;
- of the reasons for the honour given to Mary in the Tradition of the Church;
- that the Church is present wherever the People of God live the Christian life;
- of the role and responsibilities of the Church's Magisterium;
- of the Church's understanding of its role as Sacrament of Christ in the world;
- about the Church's ecumenical history and teaching;
- of the Church's teaching about respect and justice as foundations for inter-faith relationships.

# Celebration

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- worship as an expression of faith in God as Father, Son and Holy Spirit;
- the cycle of the liturgical year as an expression of the Church's faith;
- some historical aspects and major developments in the Church's celebration of liturgy;
- the sacraments which unite Christians and some of the differences between Churches and rites (e.g. Baptism in the Catholic, Orthodox, Anglican and Free Churches);
- universal signs and symbols which become a means of communication between cultures and faiths;
- signs and symbols of Baptism and their significance in Scripture;
- the significance of Confirmation for Christian life in different Christian traditions;
- the significance of the Passover and the Last Supper in the Institution of the Eucharist;
- the presence of Christ in the Eucharist: in Word, priest, people, bread and wine;
- the different names of the Sacrament of Reconciliation and their significance;
- the Church's teaching on forgiveness;
- reconciliation as a human value for all community life;
- the Church's use and the significance of the names 'Anointing of the Sick' and 'viaticum';
- how the Church's teaching about illness and suffering has and can inform attitudes to life and death;
- the universal vocation to holiness;
- the witness offered in the Church and in society by Christian marriage and the Domestic Church;
- the witness offered in the Church and in society by the priesthood;
- the nature and qualities of worship and prayer;
- the role of the Holy Spirit in prayer;
- the relationship between prayer, places of prayer and forms of liturgy;
- the Lord's Prayer as a summary of Christian life.

The desired outcome for pupils will be knowledge and understanding:

- of the human instinct to worship;
- of the ways in which the Paschal Mystery gives unity to the liturgical cycle of feasts and seasons;
- that liturgy is 'the work' of the whole People of God;
- that the Church celebrates communion and journeys towards communion;
- of ways in which the material creation and human culture can reflect the holiness of God;
- of the power and potential of universal signs and symbols;
- of the universal call to Baptism;
- that commitment and communion is at the heart of all sacramental celebrations;
- that the Sacrament of Eucharist is central to the Church's understanding of communion;
- that the Church and individual Christians are called to be God's instruments of reconciliation and healing;
- that Christian care for the sick and disadvantaged makes present the healing love of Christ;
- of the Church's teaching about life everlasting: death, judgement, hell and heaven;
- of concepts of commitment and consecration;
- of the Church's understanding of service;
- of the practice and place of prayer in the life and tradition of the Church;
- of the importance of the Our Father.

# Life in Christ

---

Teachers will offer to pupils opportunities to study, investigate and reflect upon:

- the Church's understanding of the relationship between God – Father, Son and Holy Spirit – and human persons;
- the reality of evil and sin in human life, and the interpretation of the origin of evil in Jewish and Christian teaching;
- the Gospel portrayal of Jesus as Messiah;
- the Church's teaching on the freedom and formation of conscience;
- signs of the influence of Christian values in social situations;
- ways in which Christian values might influence situations of conflict and injustice;
- the meaning of the Gospel 'option for the poor';
- the role of law in human society;
- aspects of the relationship between love and law in the history of salvation;
- choices that turn out to be destructive;
- the Gospel portrayal of Jesus as law-giver and judge;
- law and authority in the life of the Church;
- evidence of sinfulness and resurrection in human life;
- unity and disunity among people;
- the Church's understanding of its role as the sign and source of reconciliation and unity;
- the Church's teaching about justice and peace;
- the Church's work for unity and justice;
- attitudes and values regarding community life in other faith communities in England and Wales;
- the relationship of the Decalogue in the Old Testament and Jesus' 'New Commandment';
- the relationship between 'commandment' and 'response';
- the application of individual commandments for personal, Church, social and global living;
- social and moral implications of loving neighbours 'as oneself'. (For detail see Area of Study p.37.)

The desired outcome for pupils will be knowledge and understanding:

- that God gives each person life and calls each one to a covenant relationship;
- of the Church's teaching on the mystery of redemption;
- that Jesus Christ reveals the dignity of human nature and is the model of response to God;
- of the value the Church places on freedom and formation of conscience;
- of Christian concepts of justice and peace;
- of the Church's vocation to bring the Gospel of Christ to all people;
- of the nature of law and authority;
- about sin and mercy;
- of the source of the Church's authority;
- of redemption and judgement in Scripture;
- that the love and communion of the Trinity is the source of the Church's social teaching;
- of the Church's role as Sacrament of Christ;
- of the principles which Christianity proposes as foundations for justice and peace;
- of community values which influence other faith communities;
- the shared heritage of Christians and Jews;
- the need for personal commitment and response to God;
- of the sources of Christian morality;
- of the Christian vision of a way of life and holiness.

# Bibliography

Documents and Sources of particular significance for Christian Education and Formation

## Documents of the Second Vatican Council

The Dogmatic Constitution on the Sacred Liturgy (*Sacrosanctum concilium*), 1963  
The Dogmatic Constitution on the Church (*Lumen Gentium*), 1964  
The Dogmatic Constitution on Divine Revelation (*Dei Verbum*), 1965  
The Pastoral Constitution on the Church in the Modern World (*Gaudium et Spes*), 1965  
Declaration on Christian Education (*Gravissimus educationis*), 1965

## Post Conciliar Documents

General Catechetical Directory, 1971  
Directory on Children's Masses, 1974  
The Catholic School, 1977  
Catechesis in Our Time, 1979  
Lay Catholics in Schools, 1982  
Educational Guidance in Human Love, 1983  
The Religious Dimension of Education in a Catholic School, 1988  
The Catechism of the Catholic Church, (English edition 1994)

## Documents of the Bishops' Conference of England and Wales

The Easter People, (St Paul's Publications, 1980)  
What are we to Teach?, (CES, 1994)  
The Common Good, (Gabriel Communications, 1996)

## Catholic Education Service

Evaluating the Distinctive Nature of a Catholic School, Third edition, 1994, first published 1987  
Spiritual and Moral Development Across the Curriculum, 1995

## National Documents

Signposts and Homecomings: the Educative Task of the Catholic Community, K Nichols (St Paul's Publications, 1981)  
Broad Areas of Attainment in Religious Education, Keystages 1-4, National Board of Religious Inspectors and Advisers, (Rejoice Publications, 1994)  
Broad Areas of Attainment in Religious Education, Sixth Form, National Board of Religious Inspectors and Advisers, (Rejoice Publications, 1995)

## The National Project

Our Faith Story, A Patrick Purnell SJ, (First published 1985, Harper Collins; Third reprint 1995, Rejoice Publications)  
Guidelines, J Gallagher SDB, (Harper Collins, 1986)  
Our Schools and Our Faith, J Gallagher SDB, (Harper Collins, 1988)  
All is Gift: catechists working with children in the parish community, Lynn Walker SHJM, (Harper Collins, 1987)  
To be a People of Hope: adult education, a Christian perspective, A Patrick Purnell SJ, (Harper Collins, 1987)  
To Live is to Change: a way of reading Vatican II, Jamison, Lundy, Poole, (Rejoice Publications 1995)