

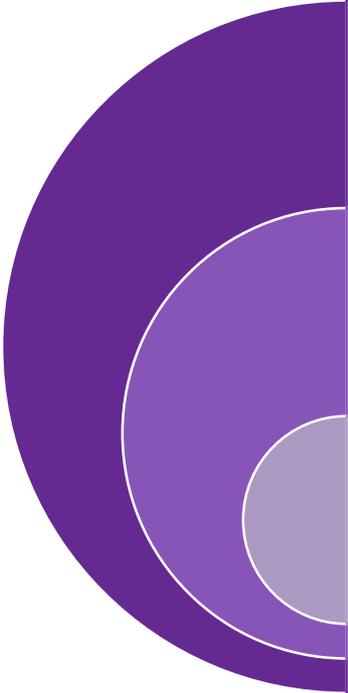
Religious Education Curriculum Directory 3

Association of Teachers of Catholic Religious
Education

6 May 2020

Philip Robinson, RE Adviser to the CES

Introduction



The Church

Catholic schools

Religious education

Introduction

And this is eternal life, that they may know you, the only true God, and Jesus Christ whom you have sent. (John 17:3)

Introduction

The Son himself is the Word, the Logos: the eternal word became small - small enough to fit into a manger. He became a child, so that the word could be grasped by us". Now the word is not simply audible; not only does it have a voice, now the word has a face, one which we can see: that of Jesus of Nazareth.

Pope Benedict XVI, *Verbum Domini*



Introduction

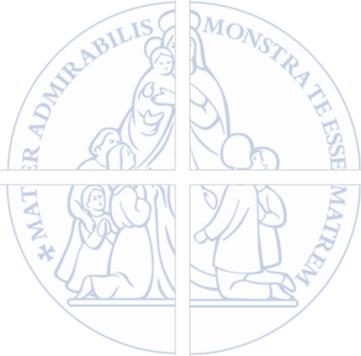
Christ at the centre, a life-giving paradox:

- A God-man: fully God, fully man
- The Church: the Body of Christ and the People of God
- A Catholic school: genuinely Catholic, genuinely a school
- Religious education: really religious, really education

Outline

Legal context

The distinctive canonical and statutory status of Catholic Religious Education



Historical context

The family tree of the RECD3

Rationale for revision

Why is third edition of the RECD necessary if the second edition was so relatively recently published?

First draft

A brief look at a rejected first draft and the reasons for rejecting it.

Curriculum Branches

The curriculum structured around a central narrative of salvation history, mapped onto the school/liturgical year

Knowledge Lenses

How to ensure that the historical curriculum foundations are covered and the 'silos' connected.

Skill progression

How to include the standards without ignoring the disciplines

Age-related outcomes

Deciding on a format

Legal context

The distinctive canonical and
statutory status of Catholic
Religious Education





Statutory Context

Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

(Education Act 1996:

[http://www.legislation.gov.uk/ukpga/1996/56/part/V/chapter/III/crossheading/agreed-syllabuses,](http://www.legislation.gov.uk/ukpga/1996/56/part/V/chapter/III/crossheading/agreed-syllabuses))

...must be provided in accordance with the school's trust deed or, where provision is not made by a trust deed, in accordance with the beliefs of the religion or denomination specified in the order that designates the school as having a religious character.

(Schools Standards and Framework Act 1998:

<http://www.legislation.gov.uk/ukpga/1998/31/schedule/19>, para 4)



Canonical Context

Can. 804 §1.

The Catholic religious instruction and education which are imparted in any schools whatsoever or are provided through the various instruments of social communication are subject to the authority of the Church. It is for the conference of bishops to issue general norms about this field of action and for the diocesan bishop to regulate and watch over it.





Historical context

The family tree of the RECD3

Brief History

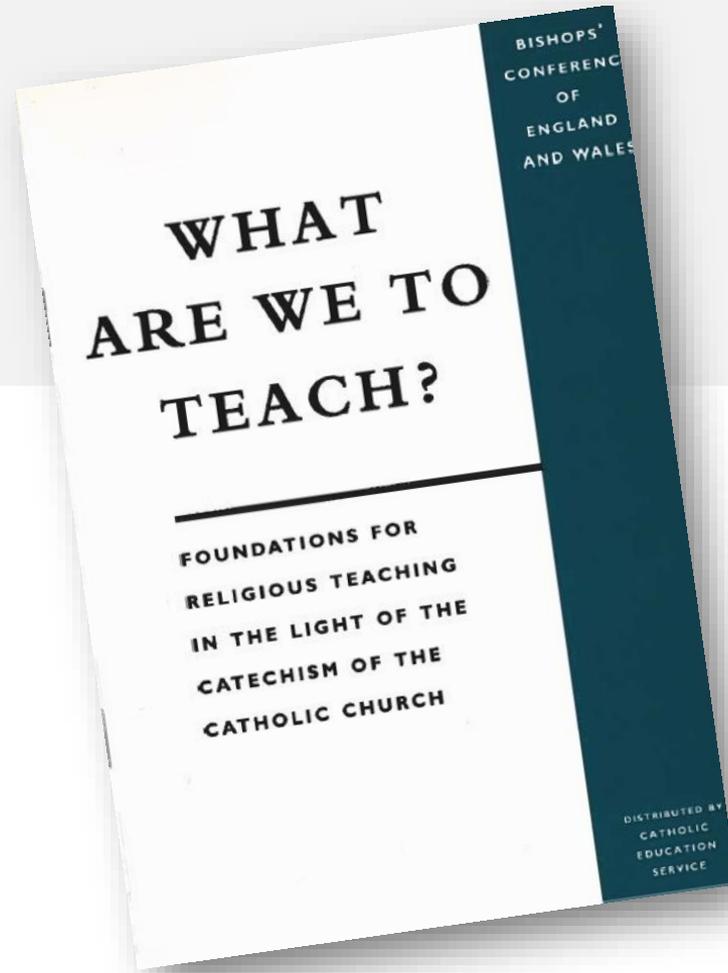


The National Project:

- *Here I Am* (Primary)
- *Icons* (KS3)



Brief History





BISHOPS'
CONFERENCE
OF
ENGLAND
AND WALES

WHAT ARE WE TO TEACH?

**FOUNDATIONS FOR
RELIGIOUS TEACHING
IN THE LIGHT OF THE
CATECHISM OF THE
CATHOLIC CHURCH**

DISTRIBUTED BY
CATHOLIC
EDUCATION
SERVICE



All references are to paragraph numbers in the *Catechism of the Catholic Church* unless otherwise noted.

Abbreviations:

GCD: General Catechetical Directory, 1971

1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer

Issued by The Bishops' Conference of England and Wales

Distributed by
Catholic Education Service
41 Cromwell Road
London SW7 2DJ

© 1994 The Bishops' Conference of England and Wales

Illustrations © Turvey Abbey, used with permission.

CONTENTS

Preface by Cardinal Hume	5
Introduction	7
Part One: The Profession of Faith	9
"I believe" – "We believe"	9
Revelation: God gives himself	10
Faith: our response to God	11
God the Father Almighty, the Creator	12
Jesus Christ, his only Son, our Lord and Saviour	14
The Holy Spirit, Giver of Life	15
The Holy Catholic Church, the Communion of Saints	16
Forgiveness of Sins, the Resurrection of the Body and Life Everlasting	18
Part Two: The Celebration of the Christian Mystery	19
The Liturgy and the Sacraments	19
Baptism	20
Confirmation	21
The Eucharist	21
Penance and Reconciliation	22
Anointing of the Sick	22
Holy Orders	22
Matrimony	23
Part Three: Life in Christ	24
The Dignity of the Human Person	25
The Human Community	26
God's Salvation: Law and Grace	27
The Ten Commandments	28
Love the Lord your God with your whole heart	28
Love one another as I have loved you	29
Part Four: Christian Prayer	30
What prayers?	31
Subject Index	32



1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer

WHAT ARE WE TO TEACH?

**FOUNDATIONS FOR
RELIGIOUS TEACHING
IN THE LIGHT OF THE
CATECHISM OF THE
CATHOLIC CHURCH**

BISHOPS'
CONFERENCE
OF
ENGLAND
AND WALES

DISTRIBUTED BY
CATHOLIC
EDUCATION
SERVICE



Catholic Education
Service

1994

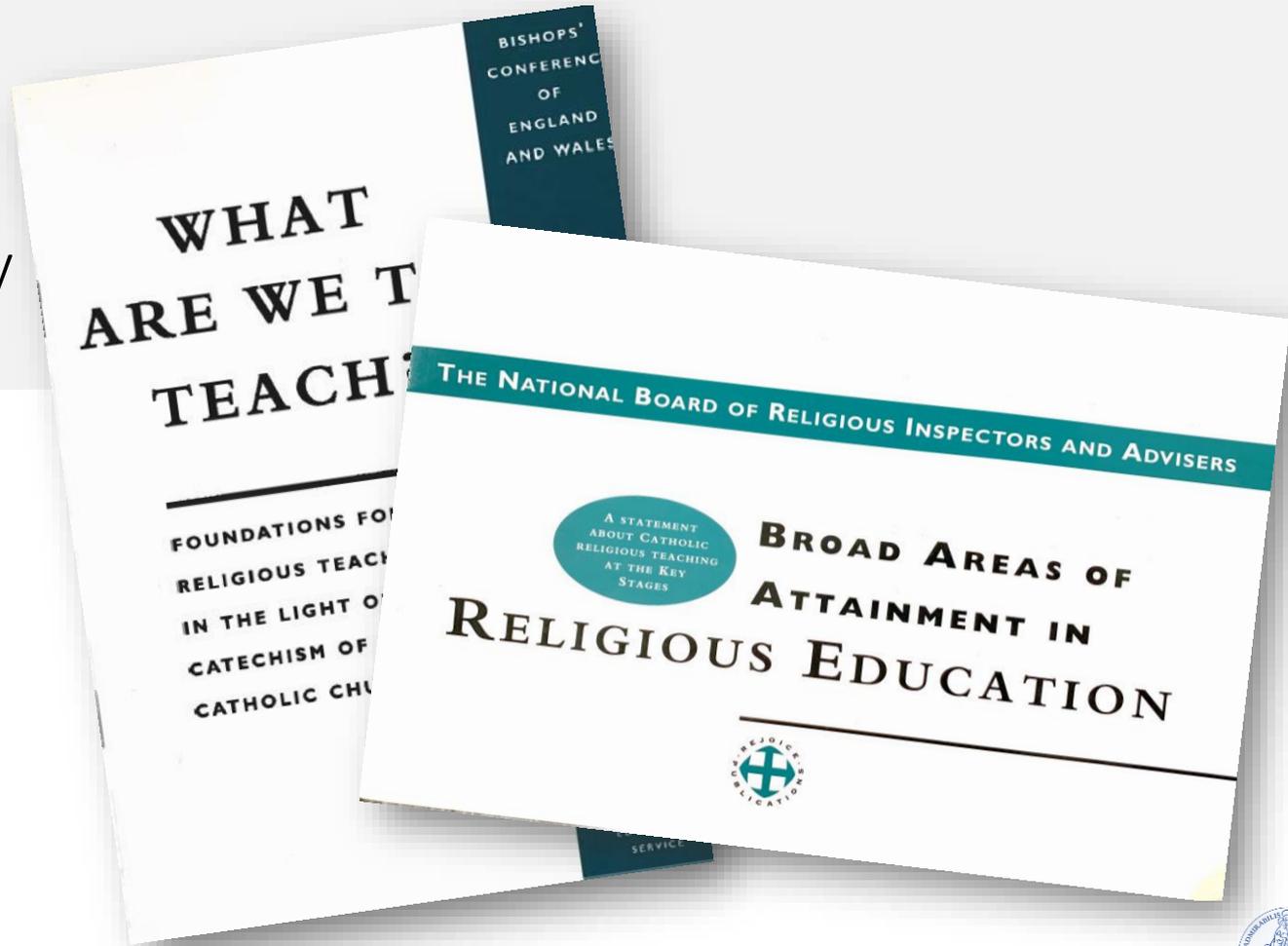
WHAT ARE WE TO TEACH?

1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer





Brief History



THE NATIONAL BOARD OF RELIGIOUS INSPECTORS AND ADVISERS

A STATEMENT
ABOUT CATHOLIC
RELIGIOUS TEACHING
AT THE KEY
STAGES

**BROAD AREAS OF
ATTAINMENT IN
RELIGIOUS EDUCATION**



Introductory Materials (pp.5-12)

The Broad Areas (pp.13-17):

1. Revelation
2. Community
3. Way of Life
4. Celebration

Skills and Attitudes (pp.18-20)

Overviews (pp.22-30)

Rejoice Publications for:

The National Board of Religious Inspectors and Advisers
National Office
39 Eccleston Square
London SW1V 1FD

Distributed on behalf of the NBRIA by Matthew James Publishing Ltd,
19 Wellington Close, Chelmsford, Essex CM1 2EE

ISBN 1 899481 02 8
First published 1994
© 1994 Executive Committee, National Board of Religious Inspectors
and Advisers

Printed by The Becket Press, Northampton

Contents

Preface	5
Aims of the Working Party	6
Introduction: role of the Catholic School	7
Religious Education and the Law of the Church	9
Religious Education and the Legal Framework	9
The School Context	10
The Community Context	10
The Broad Areas	12
Catholic Doctrine and Practice in the Broad Areas	13
Revelation: Story, Scripture, Memory and Tradition of the Church	14
Community: Church, Community of Believers, Pilgrim People of God	16
Way of Life: Lifestyle, Morality, Values, Attitudes	16
Celebration: Ritual, Prayer, Sacraments, Worship, Liturgy	17
General Skills to be Taught	18
Attitudes to be Fostered in Religious Education	20
Overviews	21
Across the Key Stages	22
By Key Stages	26
Sixth Form	30
Glossary	31

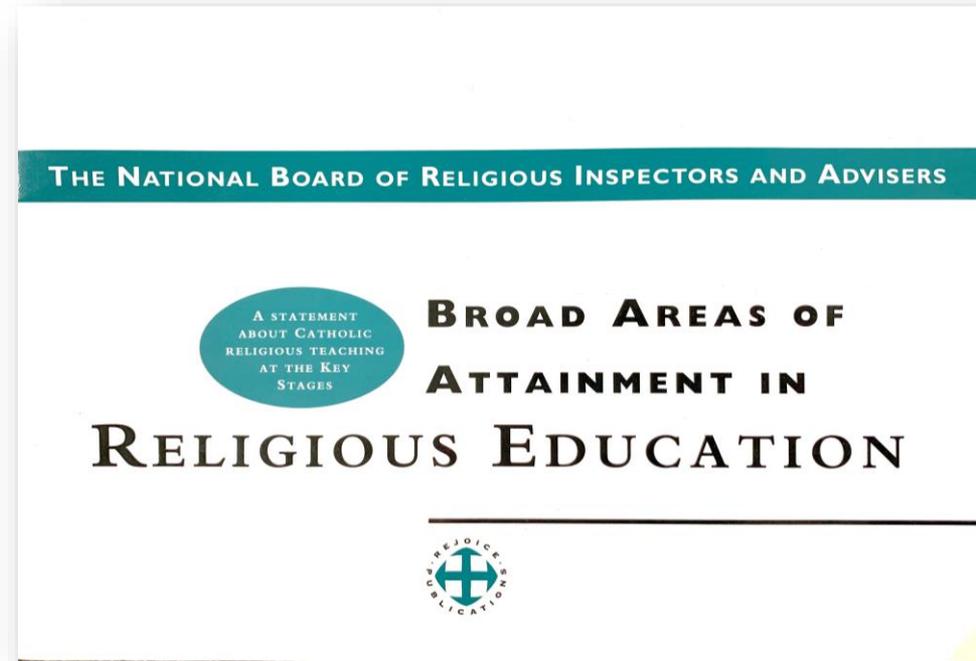
Introductory Materials (pp.5-12)

The Broad Areas (pp.13-17):

1. Revelation
2. Community
3. Way of Life
4. Celebration

Skills and Attitudes (pp.18-20)

Overviews (pp.22-30)



1994

WHAT ARE WE TO TEACH?

1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer

1994



BROAD AREAS OF ATTAINMENT IN RELIGIOUS EDUCATION

Introductory Materials (pp.5-12)

The Broad Areas (pp.13-17):

1. Revelation
2. Community
3. Way of Life
4. Celebration

Skills and Attitudes (pp.18-20)

Overviews (pp.22-30)

WHAT ARE WE TO TEACH?

FOUNDATIONS FOR
RELIGIOUS TEACHING
IN THE LIGHT OF
CATECHISM OF
CATHOLIC CHURCH

BISHOPS'
CONFERENCE
OF
ENGLAND
AND WALES

THE NATIONAL BOARD

A STATEMENT
ABOUT CATHOLIC
RELIGIOUS TEACHING
AT THE KEY
STAGES

RELIGIOUS

Religious Education

Curriculum Directory
for Catholic Schools

LAST COPY
Do NOT SELL

BISHOPS'
CONFERENCE
OF
ENGLAND AND
WALES



Catholic Education
Service

LAST COPY
Do NOT SELL

BISHOPS'
CONFERENCE
OF
ENGLAND AND
WALES

Religious Education

Curriculum Directory
for Catholic Schools



Part One - General Principles

Part Two - Programme of Study:

1. Revelation
2. Church
3. Celebration
4. Life in Christ

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
Introduction	6
Part One: General Principles	
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
Part Two: Programme of Study	
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

LAST COPY
Do NOT SELL

BISHOPS'
CONFERENCE
OF
ENGLAND AND
WALES

Religious Education

Curriculum Directory
for Catholic Schools

Part One - General Principles

Part Two - Programme of Study:

1. Revelation
2. Church
3. Celebration
4. Life in Christ



1994

WHAT ARE WE TO TEACH?

1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer

1994

 **BROAD AREAS OF
ATTAINMENT IN
RELIGIOUS EDUCATION**

Introductory Materials (pp.5-12)

The Broad Areas (pp.13-17):

1. Revelation
2. Community
3. Way of Life
4. Celebration

Skills and Attitudes (pp.18-20)

Overviews (pp.22-30)

1996

Religious Education

Curriculum Directory
for Catholic Schools

Part One - General Principles

Part Two - Programme of Study:

1. Revelation
2. Church
3. Celebration
4. Life in Christ

WHAT ARE WE TO TEACH?

BISHOPS' CONFERENCE OF ENGLAND AND WALES

FOUNDATIONS FOR RELIGIOUS TEACHING IN THE LIGHT OF THE CATECHISM OF THE CATHOLIC CHURCH

THE NATIONAL BOARD

A STATEMENT ABOUT CATHOLIC RELIGIOUS TEACHING AT THE KEY STAGES

RELIGIOUS EDUCATION

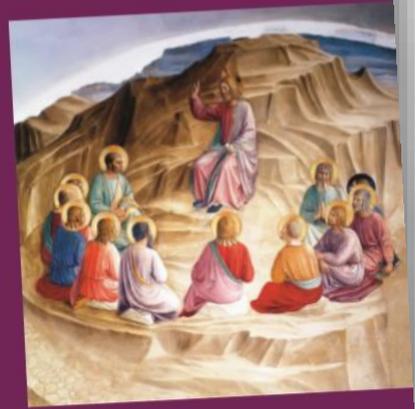
LAST COPY
Do NOT SELL

Religious Education Curriculum Directory

Curriculum Directory for Catholic Schools

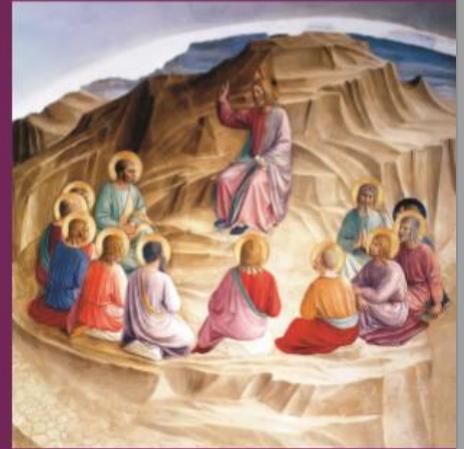
Religious Education Curriculum Directory

for Catholic Schools and Colleges in England and Wales



Religious Education Curriculum Directory

for Catholic Schools and Colleges in England and Wales



Abbreviations

Part One - Introduction

Part Two – Application of General Principles

Part Three – Areas of Study:

1. Revelation
2. Church
3. Celebration
4. Life in Christ

Part Four – Content According to Age Groups

Appendices:

1. Levels of Attainment
2. P Levels
3. Catechetical Formulas
4. Bibliography

Contents

Preface	vii
PART ONE: INTRODUCTION	1
The Context of Religious Education	3
The Religious Educator	5
PART TWO: APPLICATION OF GENERAL PRINCIPLES	6
The aims of Religious Education	6
Methodology	7
Summary	8
Attainment Levels	9
P Scales	9
PART THREE: AREAS OF STUDY	10
Area of Study One: Revelation	13
Area of Study Two: Church	24
Area of Study Three: Celebration	32
Area of Study Four: Life in Christ	41
Overview of the Bible	50
PART FOUR: CONTENT ACCORDING TO AGE GROUPS	53
Age group statement notes	53
Provision of Under Fives (Nursery)	53
Overview: Pupils 3-5	54
Overview: Pupils 5-7	55
Overview: Pupils 7-11	57
Overview: Pupils 11-14	59
Overview: Pupils 14-19	61
APPENDICES	
I. Levels of Attainment	63
II. P Levels	68
III. Catechetical Formulas	69
IV. Bibliography	71
References	73

AREA OF STUDY 1: REVELATION: DEI VERBUM

Within this area of study pupils are led into an exploration of the revelation of Jesus Christ in Scripture and History. Because revelation of God in Jesus Christ is 'the foundation of faith'²⁹ this first Area of Study may be regarded as underpinning the whole. Key reference points in the Catechism are provided (numbers refer to paragraphs).

1.1 KNOWING AND LOVING GOD

Pupils' teaching and learning is focussed on how through God's Self-Revelation we come to know that God's life is love, both given and received. Though we can know God with certainty by natural reason, there is another order of knowledge: the order of divine Revelation. Through grace, God has revealed himself and given himself to human beings. This he does by revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all people. God has fully revealed this plan by sending us his beloved Son, our Lord Jesus Christ, and the Holy Spirit.

1.1.1. The Nature of Revelation: How Do We Know About God? (1-3, 27-35)

A The human appetite for God (1-3, 27-30, 44-45, 1718)

- a Within all people there is a longing for God
- b This longing comes from God, who desires and initiates a relationship with each person
- c Only in God can lasting joy and peace be found in this life and in the next

B God revealed in different ways (31-35)

- a Natural Revelation (32-34) mentioned in Scripture (32)
- b Old Testament references: e.g. Genesis and Wisdom
- c Paul's Letter to the Romans (32)
- d The Fathers of the Church (32)
- e Arguments for the existence of God from Scholastic theology (31, 34) especially St. Thomas Aquinas and the 'Five Ways'
- f Vatican I: we can grasp with certainty the existence of God through human reason (36-38, 46-47)
- g Contemporary arguments based on the human person's openness to truth, beauty, moral goodness, freedom, voice of conscience (33)

C Divine Revelation (50-53, 68-69)

- a Definition (50)
- b Scripture as the divinely inspired story of God's Revelation in human history (54-64, 70-72)
 - i The Patriarchs: Abraham, Isaac, Jacob (59, 145, 147)
 - ii Moses (61)

iii Old Testament prophets (61-64, 522)

iv John the Baptist (523, 717-720)

v Jesus Christ, the definitive Word of Revelation, the one to whom all Scripture bears witness, is God's only begotten Son (65-67, 73, 101-104, 134, 423)

D The transmission of Divine Revelation (74-95)

- a The Apostolic Tradition (74-79, 96)
- b The relationship between Tradition and Sacred Scripture (80-83, 97)
- c The Deposit of Faith and the rôle of the Church (84-95, 98-100)

1.1.2. The Nature of Revelation: God's gift of himself (74-100)

A Scripture, Tradition, and the depositum fidei (74-100, 103-108, 134-135)

- a Definitions
- b Scripture is the inspired record of God's Revelation in history
- c Tradition is the living transmission of the message of the Gospel in the Church

1.1.3. Faith: the response to God's self-Revelation (144-165)

A Faith in general (143-144, 153-165)

- a Grace that enables an assent of mind, heart, and will (143)
- b Willingness to believe and trust in what God has communicated to us
- c Relationship with God: Father, Son, and Holy Spirit (150-152)

B Faith in Jesus Christ leading to discipleship (520, 546, 562, 654, 1533)

a Recognition and acceptance of him as the Son of God who died to save us from our sins (1248)

- b Willingness to believe and trust in what Jesus has taught us about the Triune God, about ourselves, and about how to live (915, 1693, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612)
- c Faith has practical implications for daily life and one's relationship with Christ (908)
- d It involves active participation in the Church community and working to spread the faith by word and example

C The relationship between faith and religion (2084, 2135)

- a Religion refers to a set of beliefs and practices

followed by those committed to the service and worship of God

b Faith is different from religion

- D The fullness of Revelation is reflected in the life and teaching of the Catholic Church (748-870)
 - a The Church was founded by Jesus Christ (811-812)
 - b The Church is the Body of Christ in the world
 - c The Church is a unity of one faith in one Lord through one Baptism (813-16)
 - d The Magisterium guards and hands on the deposit of faith and is entrusted with the authentic interpretation of Revelation (880-896)

1.2. THE SCRIPTURES

The Scriptures reveal for our pupils the unfolding history of the covenant relationship and the variety of human response. Both Old and New Testament Scriptures are presented as the living Word of God, written through the guidance of the Holy Spirit. There is the continued emphasis that Scripture has been received and handed on through the generations as the Tradition and teaching of the Church.

1.2.1. Divine Inspiration (105-108)

A Inspiration is the gift of the Holy Spirit by which a human author was able to write a biblical book which has God as the author and which teaches faithfully and without error the saving truth that God willed to be given to us for our salvation (105, 135)

B Since God inspired the biblical writers, he is the author of Scripture (105-106, 136)

C Because the human authors needed to use the language and thinking of their time, we need to study the conditions and use of language in the context of their time and understand what they intended to communicate, remembering that these human authors might not have been conscious of the deeper implications of what God wanted to communicate (106, 108-114)

D The Bible is inerrant in matters of Revelation and faith: because God is the author of Scripture, all the religious truths that God intends to reveal concerning our salvation are true; this attribute is called 'inerrancy' (107)

E The Bible is the name given to the Sacred Scriptures for Christians; it contains in the Old Testament writings sacred to the Jews (cf. the 'Jewish' or 'Hebrew' Bible)

1.2.2. How the Bible came to be (120-130)

A Oral tradition and its role (76, 126)

B Development of the written books (76, 106)

C Setting the canon of Scripture (120)

a Apostolic Tradition is the basis for which books the Church included (120, 138)

b Sometimes other criteria came into play, e.g. the 'Gnostic gospels' were rejected in part because they did not include or shied away from the suffering and Death of Jesus

c Local Councils of Hippo (AD 393) and Carthage (AD 397)

d Ecumenical Council of Trent (AD 1545-1563)

D Translations of Scripture

1.2.3. Sacred Scripture in the life of the Church (131-133)

A Importance of Sacred Scripture (131, 133, 141)

B Study of Sacred Scripture (132)

C Scripture and prayer

a Liturgy of the Hours (1176-1177)

b Scripture at Mass and other liturgies (103, 1096, 1100, 1184, 1190, 1349)

c The Psalms and the Our Father are biblical prayers shared by all Christians (2585ff, 2759ff)

d The monastic tradition and Lectio Divina: a meditative, prayerful approach to Scripture

- (1177, 2708)
- D *Scripture as basis for individual prayer and for prayer within small Christian communities and other parish, school, or local gatherings* (2653-2654)
- 1.2.4. Understanding scripture (105-119)
- A *Authentic interpretation of the Bible is the responsibility of the teaching office of the Church* (85-87, 100)
- Divino Afflante Spiritu (Pius XII, 1943; permitted limited use of modern methods of biblical criticism)
 - Dei Verbum (DV) (Vatican II, 1965; Church teaching on Revelation)
 - Pontifical Biblical Commission, *Interpretation of the Bible in the Church*, 1993, 5-19
 - Verbum Domini: a post-synodal apostolic exhortation issued by Pope Benedict XVI which deals with how the Catholic church should approach the Bible
- B *Criteria for interpreting the Sacred Scripture* (109-114, 137)
- Read and interpret Sacred Scripture within the tradition and teaching of the Church
 - Give attention both to what the human authors intended to say and to what God reveals to us by their words
 - Take into account the conditions of the time when it was written and the culture in which it was written
 - Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, 12-13)
 - Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible
 - Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching
- C *Senses of Scripture* (115, 118-119)
- The literal sense: the meaning conveyed by the words of Scripture and discovered by exegesis (109-110, 116)
 - The spiritual sense (117)
 - Allegorical sense: recognizing the significance of events in the Bible as they relate to Christ
 - Moral sense: Scripture teaches us and encourages us how to live and act
- Anagogical sense: Scripture speaks to us of eternal realities
- D *The Bible in relation to science and history* (37, 159, 1960)
- The Church teaches us how to relate truths of faith to science
 - There can be no conflict between religious truth and scientific and historical truth (159)
 - The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic or naturalistic understanding
- E *Ancillary approaches to Scripture*
- Research done by scholars' critiques of Scripture's texts, history, editing, etc
 - Biblical archaeology: discoveries of Dead Sea Scrolls, Nag Hammadi, targums, and other authentic ancient texts
 - The forms of literature in the Bible
- 1.2.5. The Shape of the Bible (120-130)
- A *Old Testament* (121-123, 138)
- This is the name given to the forty-six books which make up the first part of the Bible and record salvation history prior to the coming of the Saviour, Jesus Christ (120)
 - Many Protestant Bibles have only thirty-nine books in the Old Testament; other Protestant Bibles contain the additional seven, referring to them as 'deuterocanonical'
 - Catholics rely on the Greek version of the Old Testament for their Bible, while Protestants tend to rely on a Hebrew version
 - It is called the 'Old' Testament because it relates God's teaching and actions prior to the coming of Jesus Christ, who is the fullness of Revelation. It also focuses on the covenant God made with the Jewish people, which is called the 'Old Covenant' to distinguish it from the New Covenant made by Jesus Christ (121-123)
- C *The Old Testament contains the Pentateuch, the Historical books, the Wisdom books, and the Prophetic books*
- B *New Testament* (120, 124-127)
- This is the name given to those twenty-seven books which compose the second part of the Bible and which focus on the life and teachings of Jesus Christ and some writings of the early Church

- The New Testament is composed of the Gospels, the Acts of the Apostles, the Epistles or Letters, and Revelation (Apocalypse)
- C *The unity of the Old Testament and the New Testament* (124-125, 128-130, 140)
- D *The Gospels*
- The Gospels occupy the central place in Scripture (125, 139)
 - They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God
 - The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work
 - The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives
 - Three stages in the formation of the Gospels (126)
 - The Synoptic Gospels: Matthew, Mark, and Luke
 - Approximate dates for each Gospel
 - What is known about each of these three evangelists
 - The churches for whom Matthew, Mark, and Luke wrote
 - The contents of the Synoptic Gospels (512-667)
 - Infancy narratives in Matthew and Luke
 - The Baptism of Jesus
 - The Temptations of Jesus
 - Sermon on the Mount in Matthew; Sermon on the Plain in Luke
 - Jesus' teaching, including the parables
 - The miracles
 - Last Supper, the Passion, Death, Resurrection, Ascension (1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)
- d *The Gospel of John*
- Approximate date of the Gospel and churches for which John wrote
 - What is known about John
 - The content of the Gospel of John
 - The Prologue (241, 291)
 - John uses Christ's dialogues and personal testimony and is more mystical (547-550)
 - John treats miracles as signs of Christ's glory and divinity (cf. Jn 1:14)
 - The Bread of Life discourse (Jn 6)
 - Christ's Last Supper discourse and priestly prayer
 - The Passion, Death, Resurrection

1.3. CREATION

Creation is presented as the first and universal revelation of God's love. Creation is the action of the Trinity, the first step towards the covenant relationship God seeks with all of humanity. Pupils are taught that each human person is created in the image of God and called by grace to a covenant relationship with God and responsibility for stewardship of God's creation. The Father, through the Son, in the power of the Holy Spirit constantly draws each of us to this mystery, seeking a free and personal response. Pupils come to realise that human nature is challenged in the struggle to choose God alone above all other temptations.

- 1.3.1. The Creation of the World and our First Parents (54, 279-282)
- C *God created all that is, seen and unseen*
- Unseen or invisible world: angels (325-336)
 - Seen or visible world (349-357)
- D *Human beings as the summit of creation*
- Created in the image and likeness of God (356-359, 1700-1706)
 - God made them male and female (369-373, 1605, 1702, 2331)
 - Dignity of both men and women: similarities and differences (2333-2336)
 - Contributions to the world and to the Church (2346-2347)
 - Human persons are a body-soul unity; this recreation reflects the glory of God (290-295, 301)
- A *Revelation as found in the book of Genesis.*
- Understanding literary forms in Scripture (289)
 - Genesis 1-11 conveys religious truth rather than science (283-289)
 - The book reveals truth about which science and history can only speculate
 - Scripture's use of figurative and symbolic language in Genesis 1-11 (362, 375, 390, 396)
- B *The Trinitarian God is the Creator of all; all creation reflects the glory of God* (290-295, 301)

Part One - Introduction

Part Two – Application of General Principles

Part Three – Areas of Study:

1. Revelation
2. Church
3. Celebration
4. Life in Christ

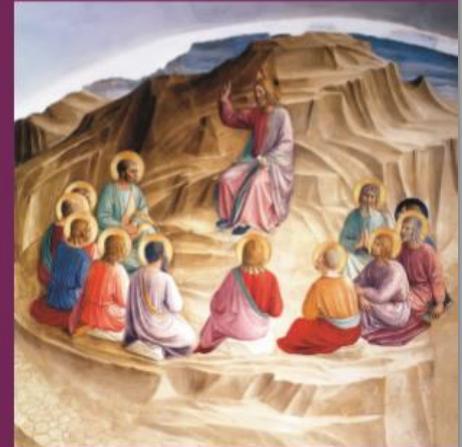
Part Four – Content According to Age Groups

Appendices:

1. Levels of Attainment
2. P Levels
3. Catechetical Formulas
4. Bibliography

Religious Education Curriculum Directory

for Catholic Schools and Colleges in England and Wales



1994

WHAT ARE WE TO TEACH?

1. The Profession of Faith
2. The Celebration of the Christian Mystery
3. Life In Christ
4. Christian Prayer

1994



- Introductory Materials** (pp.5-12)
- The Broad Areas** (pp.13-17):
1. Revelation
 2. Community
 3. Way of Life
 4. Celebration
- Skills and Attitudes** (pp.18-20)
- Overviews** (pp.22-30)

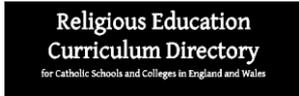
1996

Religious Education

Curriculum Directory for Catholic Schools

- Part One** - General Principles
- Part Two** - Programme of Study:
1. Revelation
 2. Church
 3. Celebration
 4. Life in Christ

2012



- Part One** - Introduction
- Part Two** – Application of General Principles
- Part Three** – Areas of Study:
1. Revelation
 2. Church
 3. Celebration
 4. Life in Christ
- Part Four** – Content According to Age Groups
- Appendices:**
1. Levels of Attainment
 2. P Levels
 3. Catechetical Formulas
 4. Bibliography

WHAT
ARE WE TO

BISHOPS' CONFERENCE OF ENGLAND AND WALES

TEACHING

THE NATIONAL BOARD

FOUNDATIONAL RELIGIOUS TEACHING IN THE CATHOLIC CURRICULUM

RELIGIOUS

A STATEMENT ABOUT CATHOLIC RELIGIOUS TEACHING AT THE KEY STAGES

LAST COPY
Do NOT SELL

Religious Education

Curriculum Director for Catholic Schools

Religious Curriculum for Catholic Schools

A Ω

Levels of Attainment in Religious Education in Catholic Schools and Colleges

Bishops' Conference Department for Catholic Education and Formation





Α Ω

Levels of Attainment in Religious Education
in Catholic Schools and Colleges

Bishops' Conference Department for Catholic Education and Formation

AT1: Learning about Religion: Knowledge and Understanding of:

Level	Strand	
	i) beliefs, teachings and sources	ii) celebration and ritual
	Pupils	Pupils
1	Recognise some religious stories.	Recognise some religious signs and symbols and use some religious words and phrases.
2	Retell some special stories about religious events and people.	Use religious words and phrases to describe some religious actions and symbols.
3	Make links between religious stories and beliefs.	Use a developing religious vocabulary to give reasons for religious actions and symbols.
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	Use religious terms to show an understanding of different liturgies.
5	Identify sources of religious belief and explain how distinctive religious beliefs arise.	Describe and explain the meaning and purpose of a variety of forms of worship.
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues.	Explain the significance for believers of different forms of religious and spiritual celebration.
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence.	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration.
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them.	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression.
EP	Provide a coherent and detailed analysis of faith, religion and belief.	Evaluate in depth the nature of religious and spiritual expression in contemporary society.

AT 2: Learning from Religion: Reflection on Meaning

Pupils	iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
	Pupils	Pupils	Pupils
Recognise that people because of their religion act in a particular way.	Talk about their own experiences and feelings.	Say what they wonder about.	
Describe some ways in which religion is lived out by believers.	Ask and respond to questions about their own and others' experiences and feelings.	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer.	
Give reasons for certain actions by believers.	Make links to show how feelings and beliefs affect their behaviour and that of others.	Compare their own and other people's ideas about questions that are difficult to answer.	
Show understanding of how religion belief shapes life.	Show how own and others' decisions are informed by beliefs and values.	Engage with and respond to questions of life in the light of religious teaching.	
Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	Explain what beliefs and values inspire and influence them and others.	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.	
Explain how religious beliefs and teaching influence moral values and behaviour.	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.	Explain with reference to religious beliefs their own and others' answers to questions of meaning.	
Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences.	Articulate their own critical response(s) to different religious beliefs and world views.	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose.	
Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies.	Critically analyse and justify own and others' religious beliefs and world views.	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose.	
Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life.	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfilment with reference to religious and moral traditions and standpoints.	



Α Ω

Levels of Attainment in Religious Education
in Catholic Schools and Colleges

Bishops' Conference Department for Catholic Education and Formation

WHAT
ARE WE TO

BISHOPS' CONFERENCE OF ENGLAND AND WALES

TEACHING

THE NATIONAL BOARD

FOUNDATIONAL RELIGIOUS TEACHING IN THE CATHOLIC CURRICULUM

RELIGIOUS EDUCATION

A STATEMENT ABOUT CATHOLIC RELIGIOUS TEACHING AT THE KEY STAGES

LAST COPY
Do NOT SELL

Religious Education

Curriculum Director for Catholic Schools

Religious Curriculum for Catholic Schools

Α Ω

Levels of Attainment in Religious Education in Catholic Schools and Colleges

Bishops' Conference Department for Catholic Education and Formation



Rationale for revision

Why is third edition of the RECD
necessary if the second edition
was so relatively recently
published?

Catholic



 Department
for Education

Religious studies
GCSE subject content

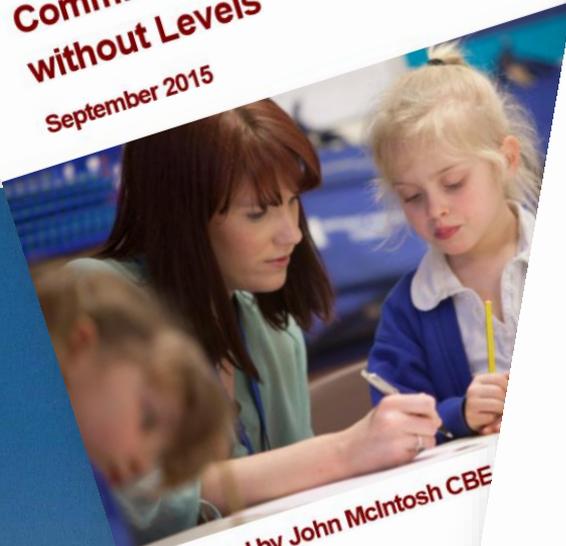
February 2015

Reform to the GCSE



Final report of the Commission on Assessment without Levels

September 2015



Chaired by John McIntosh CBE



Age-Related Standards (3-19) in Religious Education

An interim document approved for use in Catholic Schools by
The Department of Catholic Education and Formation of
The Catholic Bishops' Conference of England and Wales

July 2018

20180708/10/00000000



NATIONAL BOARD OF RELIGIOUS
INSPECTORS AND ADVISERS



Other Background

- Young's powerful knowledge movement
- Disciplinary Knowledge
- Core concepts

The counterculture class warrior who turned to Gove

Teaching knowledge, Michael FD Young wrote in his influential 70s book, is a ruling-class construct. Not any more, it seems



Other Background

- Young's powerful knowledge movement
- Disciplinary Knowledge
- Core concepts
- Making a Difference report
- Understanding Christianity

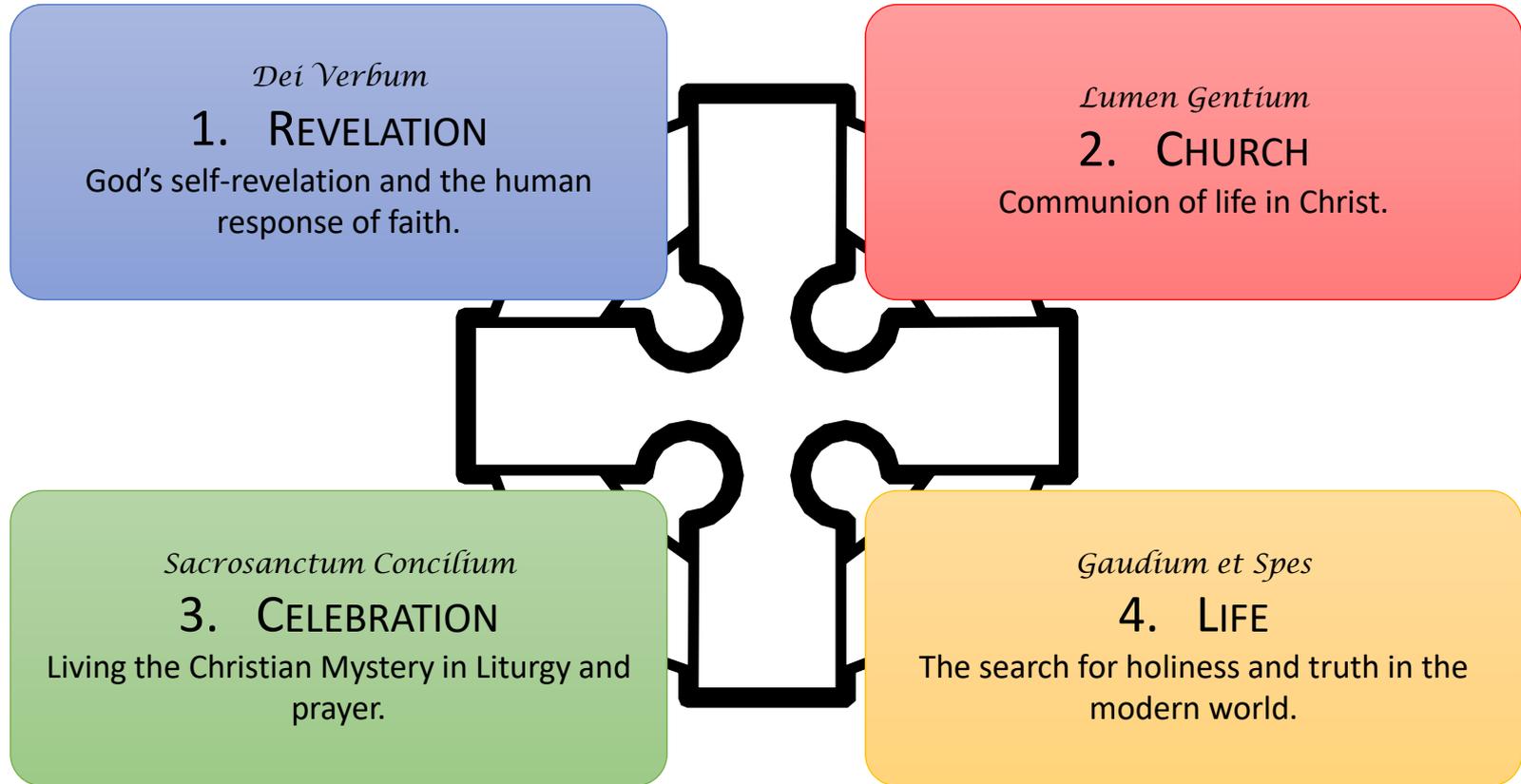


First draft

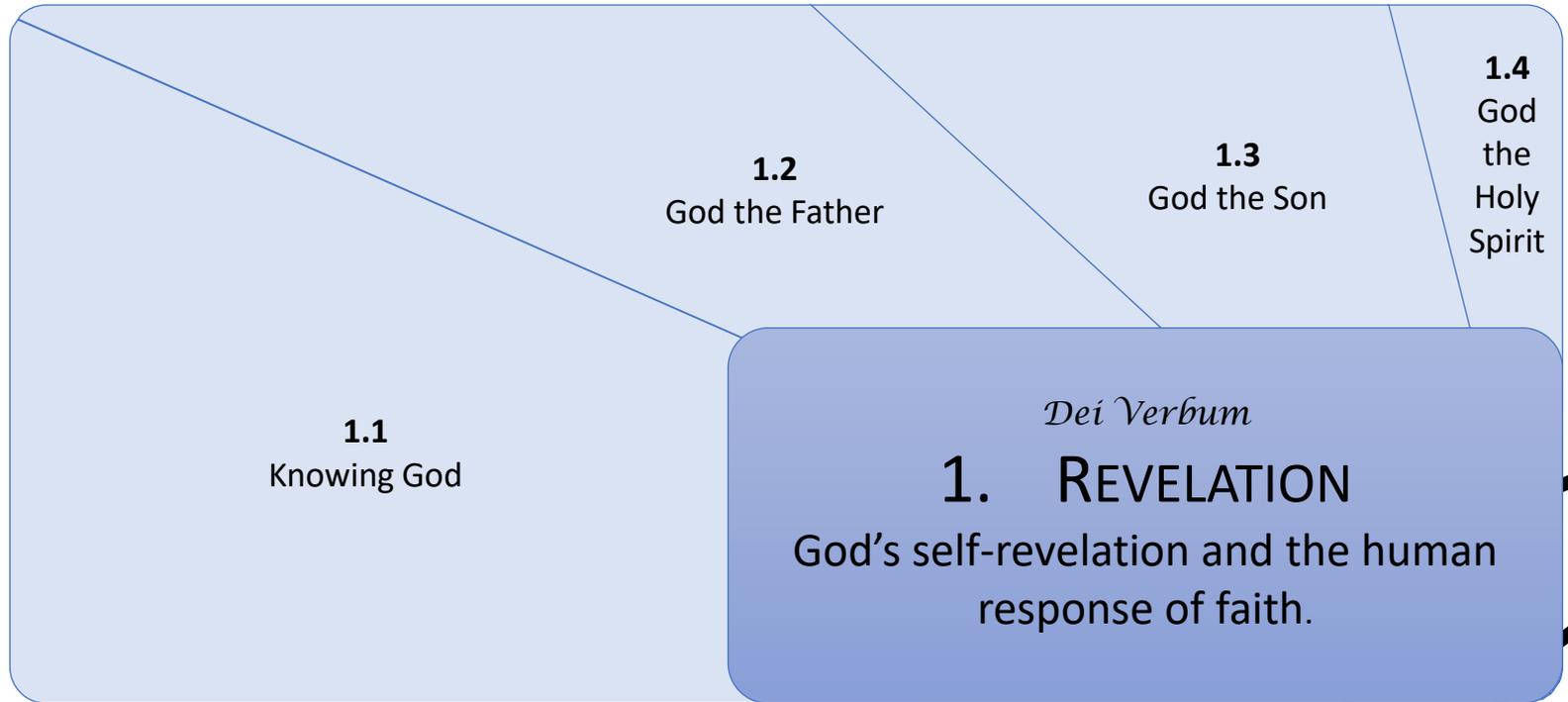
A brief look at a rejected first draft
and the reasons for rejecting it.

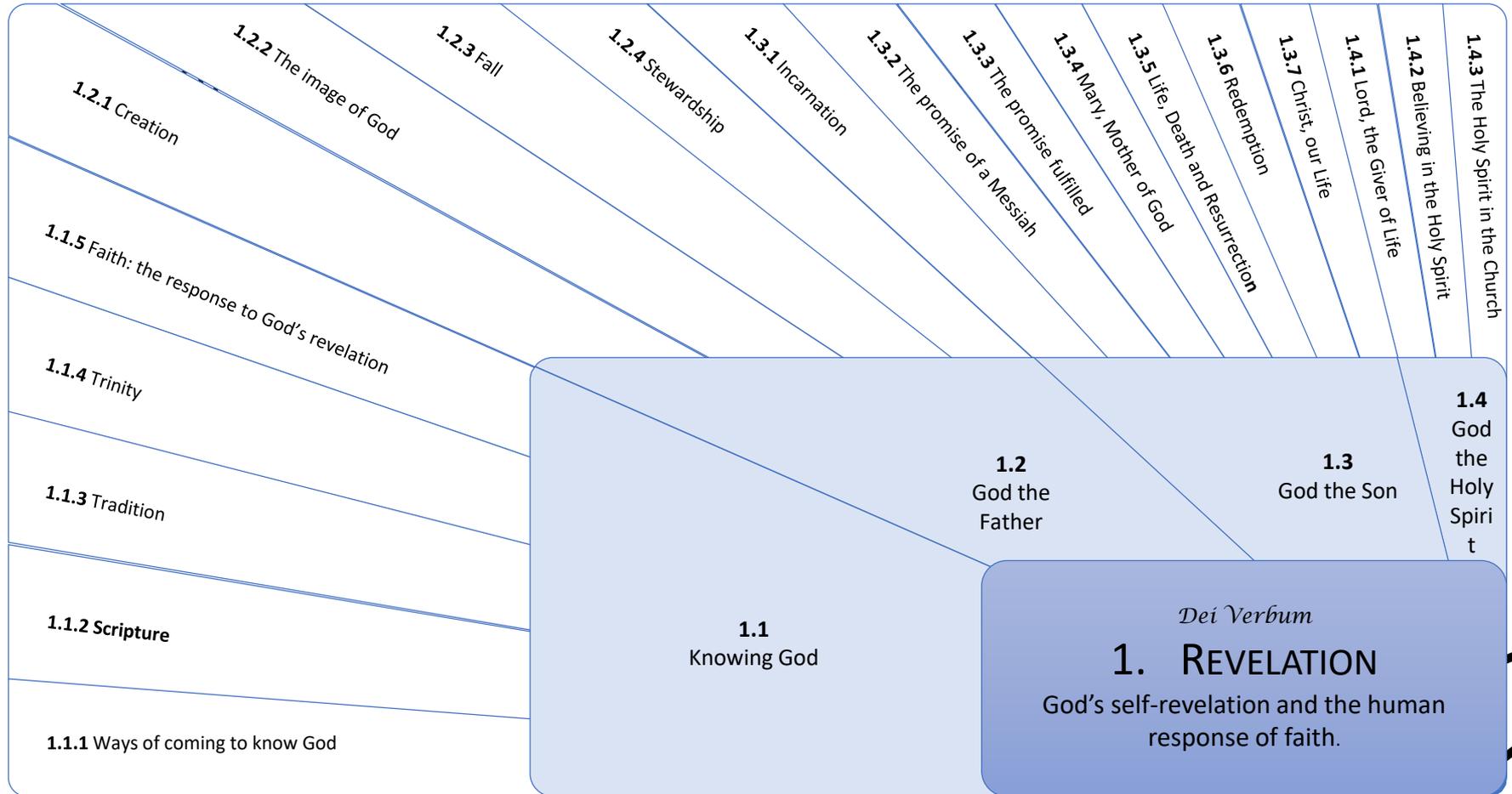
Education

Layer 1: Curriculum Foundations



Layer 2: Broad Areas of Study





Dei Verbum
1. REVELATION
God's self-revelation and the human response of faith.

1.1
Knowing God

1.2
God the Father

1.3
God the Son

1.4
God the Holy Spirit

1.1.1 Ways of coming to know God

1.1.2 Scripture

1.1.3 Tradition

1.1.4 Trinity

1.1.5 Faith: the response to God's revelation

1.2.1 Creation

1.2.2 The image of God

1.2.3 Fall

1.3.1 Incarnation

1.3.2 The promise of a Messiah

1.3.3 The promise fulfilled

1.3.4 Mary, Mother of God

1.3.5 Life, Death and Resurrection

1.3.6 Redemption

1.4.1 Lord, the Giver of Life

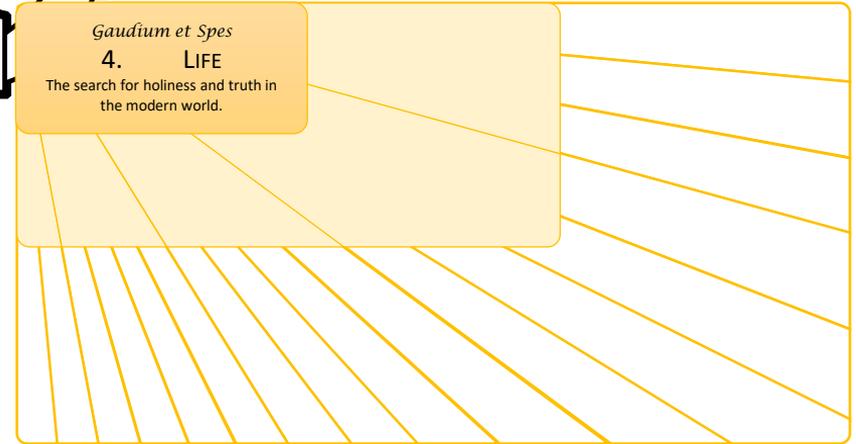
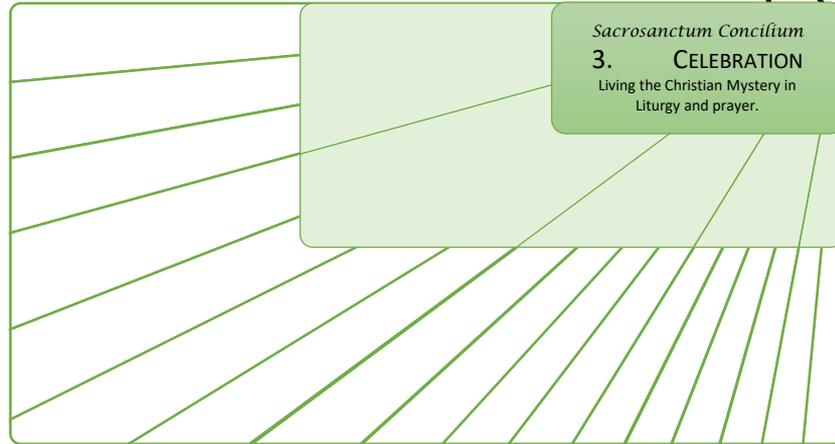
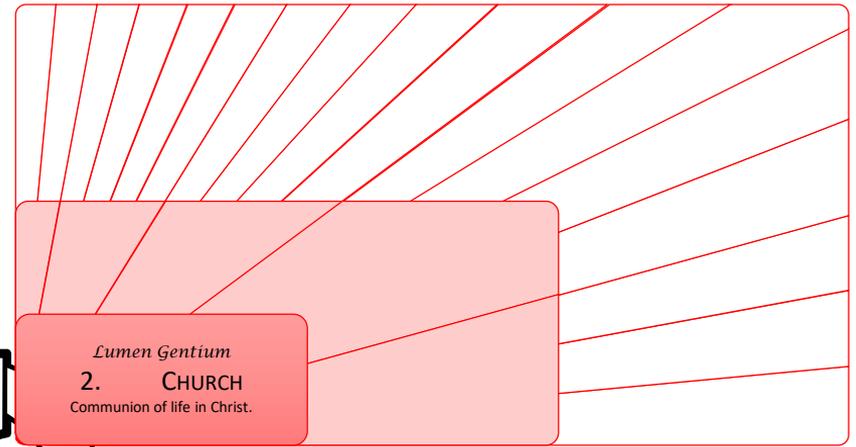
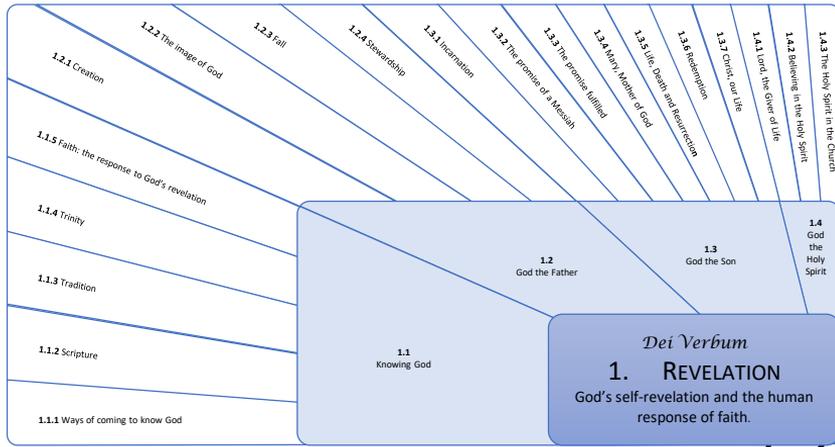
1.4.2 Believing in the Holy Spirit

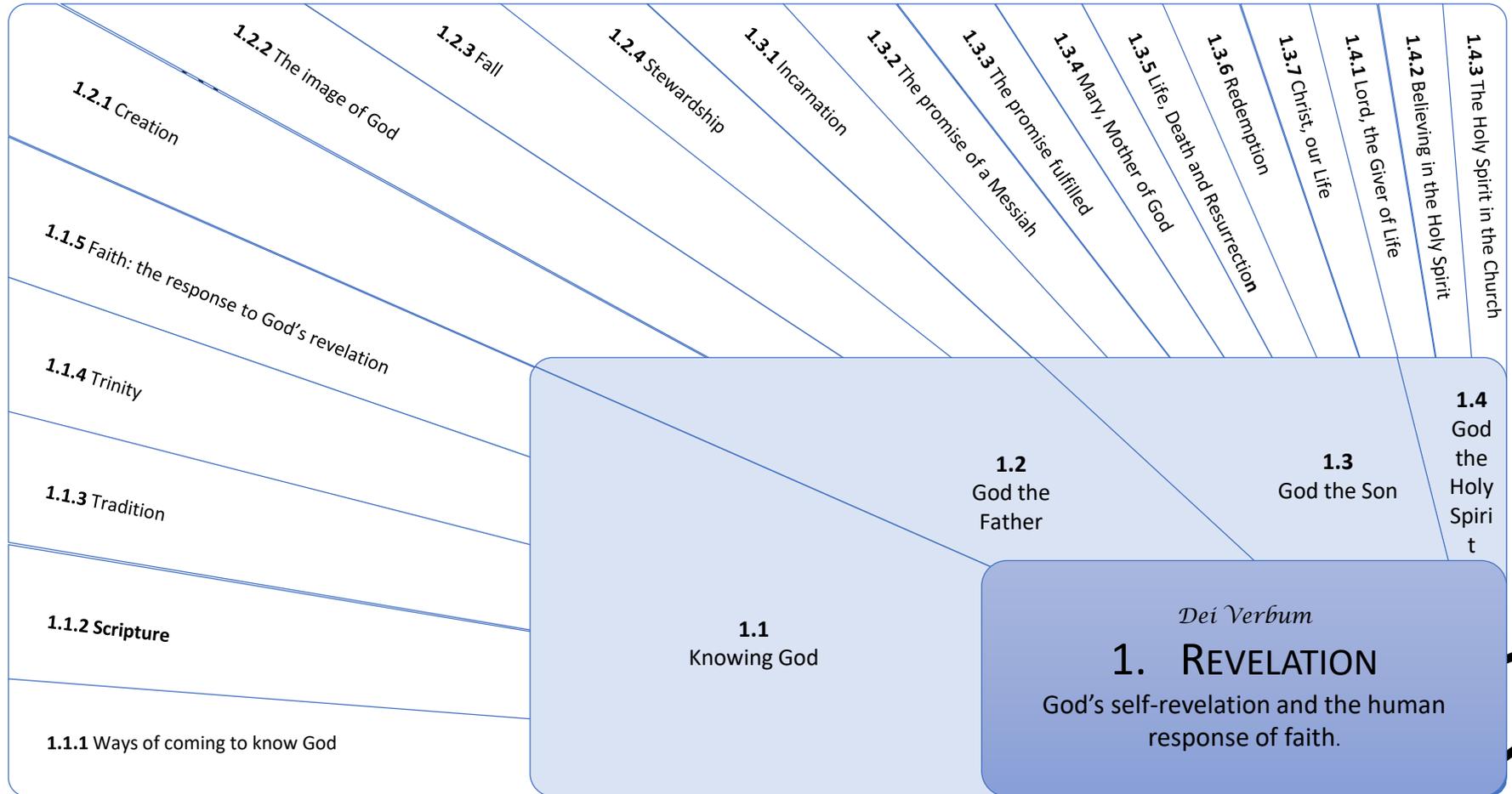
1.4.3 The Holy Spirit in the Church

Lumen Gentium

2. CHURCH

Communion of life in Christ.





Dei Verbum
1. REVELATION
God's self-revelation and the human response of faith.

1.1
Knowing God

1.2
God the Father

1.3
God the Son

1.4
God the Holy Spirit

1.1.1 Ways of coming to know God

1.1.2 Scripture

1.1.3 Tradition

1.1.4 Trinity

1.1.5 Faith: the response to God's revelation

1.2.1 Creation

1.2.2 The image of God

1.2.3 Fall

1.3.1 Incarnation

1.3.2 The promise of a Messiah

1.3.3 The promise fulfilled

1.3.4 Mary, Mother of God

1.3.5 Life, Death and Resurrection

1.3.6 Redemption

1.4.1 Lord, the Giver of Life

1.4.2 Believing in the Holy Spirit

1.4.3 The Holy Spirit in the Church

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 3-5**

- 1.3.3.1 Naming and recognising Jesus
- 1.3.3.2 Key events in the life of Jesus: Birth, Passion, Death and Resurrection

- **Phase 5-7**

- 1.3.3.3 Key events in the life of Jesus: Birth, Passion, Death and Resurrection
- 1.3.3.4 Mary the Mother of Jesus: the stories of Mary's role in Jesus' birth
- 1.3.3.5 Mary the first disciple: the example of Mary
- 1.3.3.6 Jesus, the revelation of God's love
- 1.3.3.7 Jesus, the Son of God and Son of Mary

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 7-9**

- 1.3.3.8 The historical Jesus: Jesus the Jew
- 1.3.3.9 Jesus the fulfilment of God's promise to Israel
- 1.3.3.10 Joseph
- 1.3.3.11 Jesus the story-teller: parables

- **Phase 9-11**

- 1.3.3.12 Jesus, fully God and fully human
- 1.3.3.13 Jesus, saviour: the impact of Jesus on the lives of those he met
- 1.3.3.14 Jesus, sign of God's kingdom: miracles
- 1.3.3.15 Jesus, son of the Father: Baptism and Transfiguration

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 11-14**

- 1.3.3.16 Jesus the Word made flesh
- 1.3.3.17 Jesus the Messiah
- 1.3.3.18 Jesus the Lamb of God: Passion Narratives and the Paschal Mystery
- 1.3.3.19 Jesus in art: the cultural significance of Jesus in different social and historical contexts

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 14-16**

- 1.3.3.19 John's Prologue (John 1:1-18): The Christology of John's Gospel
- 1.3.3.20 The Kenosis hymn (Philippians 2:5-11): The Christology of St Paul
- 1.3.3.21 The historical development of the doctrine and the definition of the council of Chalcedon
- 1.3.3.22 Jesus for others: Jewish, Islamic, feminist readings of the significance of Jesus.

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 16-19**

- 1.3.3.23 Comparison of scholarly interpretations of the meaning of Jesus (e.g Gerard O'Collins & J.D.Crossan)
- 1.3.3.24 Contemporary Disputes: The rejection of the divinity of Jesus by the Jehovah's Witnesses and Mormonism

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 11-14**

- 1.3.3.16 Jesus the Word made flesh
- 1.3.3.17 Jesus the Messiah
- 1.3.3.18 Jesus the Lamb of God: Passion Narratives and the Paschal Mystery
- 1.3.3.19 Jesus in art: the cultural significance of Jesus in different social and historical contexts

Layer 5: Age-Related Learning Expectations

1.3.3.16 Jesus the Word made flesh

1.3.3.16 Jesus the Word made flesh

Emerging

Expected

Exceeding

1.3.3.16 Jesus the Word made flesh

Learning in context: This leads onto:...

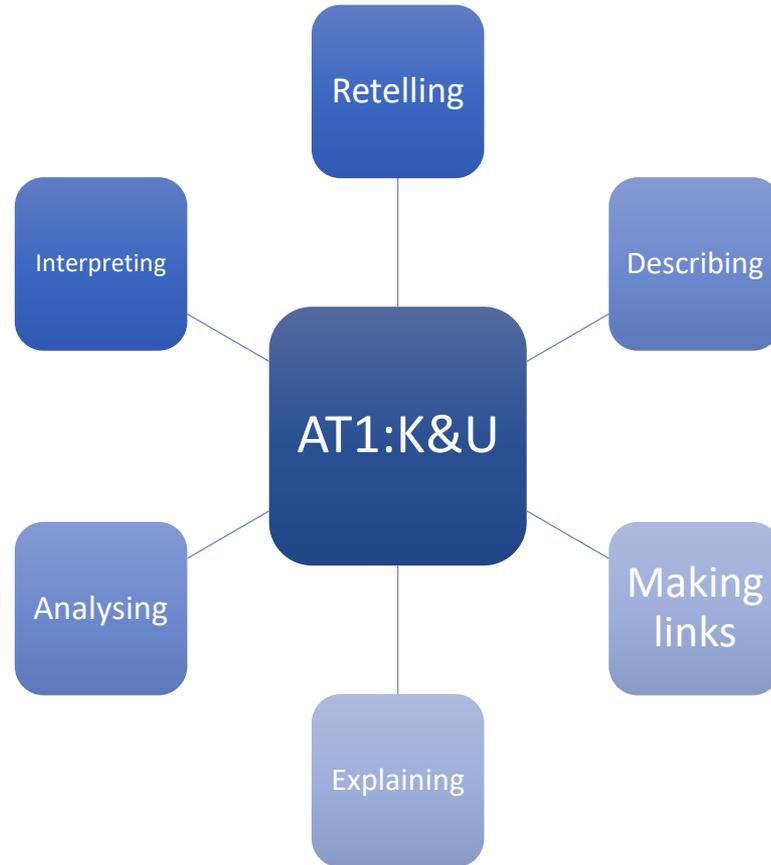
Learning in context: This connects with...



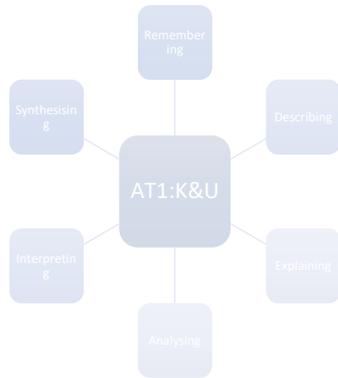
Learning in context: This builds on:...

Learning in context: This connects with...

The standards and skills



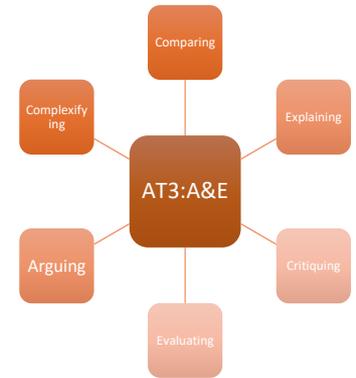
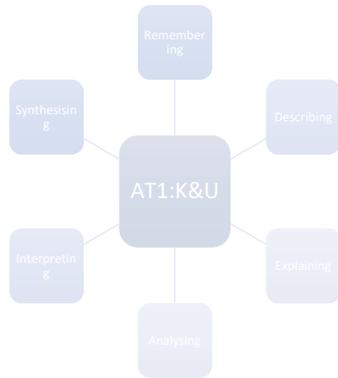
The standards and skills



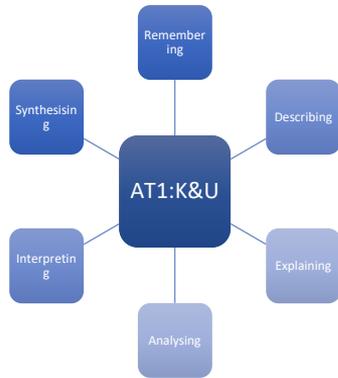
The standards and skills



The standards and skills



The standards and skills



1.3.3.16 Jesus the Word made flesh

Learning in context: This leads onto:...

Learning in context: This connects with...

Learning in context: This connects with...	Exceeding	<p>AT1:K&U</p> <p>Demonstrate accurate knowledge of the text of John 1:1-3, 14, in the context of John's prologue</p> <p>Interpret John 1:1-3, 14 in the light of Genesis, chapter 1</p> <p>Use the following vocabulary, in their variety of grammatical forms to enhance the interpretation:</p> <ul style="list-style-type: none"> • Incarnation • Divine • Human 	<p>AT2:E&R</p> <p>Compare their own beliefs about Jesus, in the light of this text, with the beliefs of others, identifying similarities and differences.</p>	<p>AT3:A&E</p> <p>Present arguments for and against the divinity of Jesus in a logical chain of argument</p> <p>Use the text of John's Gospel critically to enhance the arguments for or against.</p> <p>Arrive at a judgement that is a coherent reflection of the evaluation of the arguments presented.</p>
	Expected	<p>Demonstrate accurate knowledge of the text of John 1:1-3, 14</p> <p>Make relevant connections between John 1:1-3, 14 and Genesis, chapter 1</p> <p>Use the following vocabulary accurately in making connections:</p> <ul style="list-style-type: none"> • Incarnation • Divine • Human 	<p>Consider their own beliefs about Jesus and be able to articulate whether this text makes any difference to those beliefs</p>	<p>Present arguments for and against the divinity of Jesus.</p> <p>Use the text of John's Gospel in the presentation of the arguments</p> <p>Arrive at a judgement based on the arguments</p>
	Emerging	<p>Recall some words or phrases from the text of John 1:1-3, 14</p> <p>Make links between John 1:1-3, 14 and Genesis, chapter 1</p> <p>Use some of the following vocabulary, sometimes accurately:</p> <ul style="list-style-type: none"> • Incarnation • Divine • Human 	<p>Describe what, if anything, this text means to them</p>	<p>Express a point of view about the divinity of Jesus and give some reasons for it.</p> <p>Arrive at a judgement.</p>

Learning in context: This connects with...

Learning in context: This builds on:...

Layer 5: Age-Related Learning Expectations

1.3.3.16 Jesus the Word made flesh

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

• Phase 11-14

- **1.3.3.16** Jesus the Word made flesh
- 1.3.3.17 Jesus the Messiah
- 1.3.3.18 Jesus the Lamb of God: Passion Narratives and the Paschal Mystery
- 1.3.3.19 Jesus in art: the cultural significance of Jesus in different social and historical contexts

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation

- **Phase 3-5**

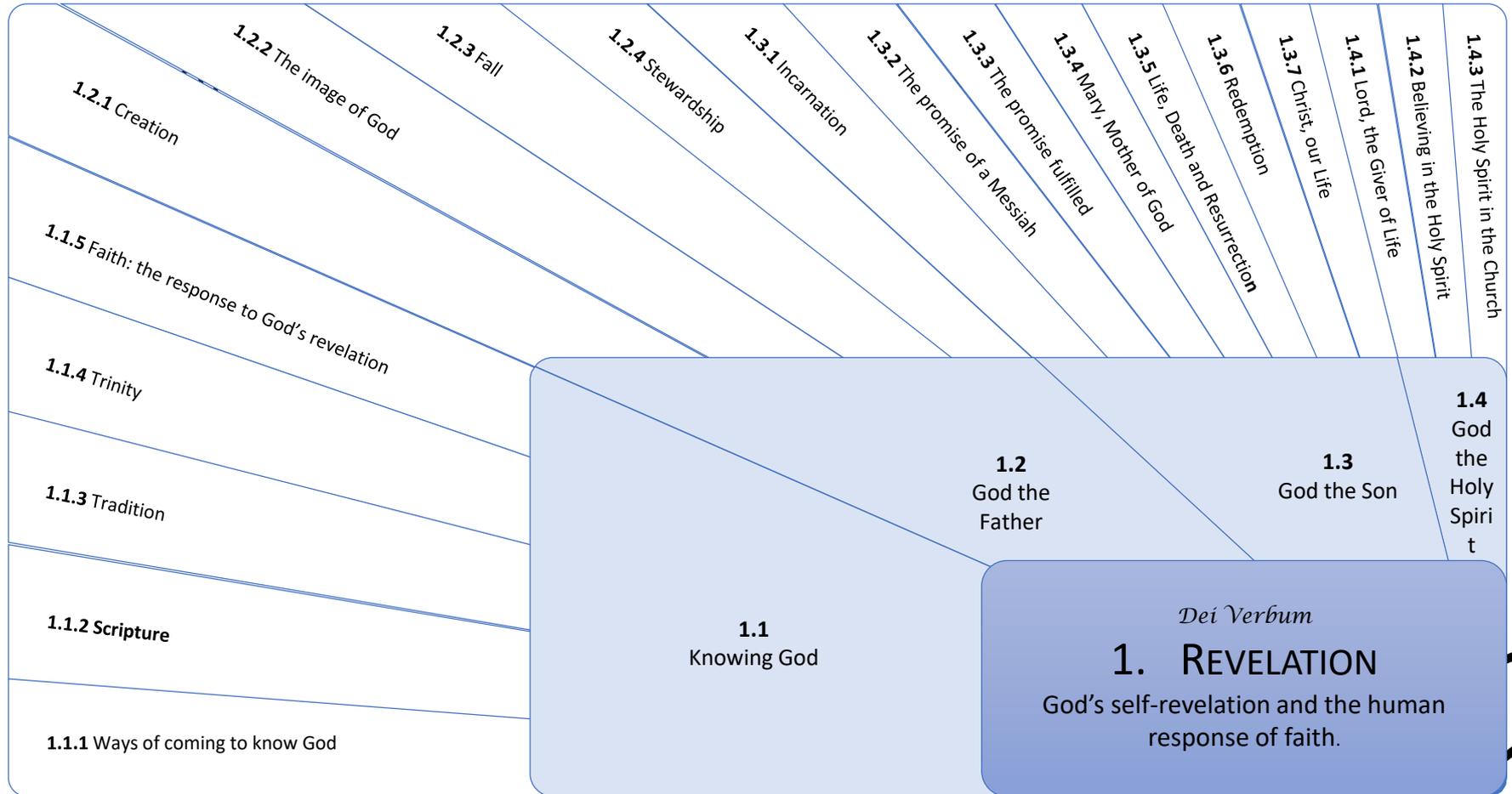
- 1.3.3.1 Naming and recognising Jesus
- 1.3.3.2 Key events in the life of Jesus: Birth, Passion, Death and Resurrection

- **Phase 5-7**

- 1.3.3.3 Key events in the life of Jesus: Birth, Passion, Death and Resurrection
- 1.3.3.4 Mary the Mother of Jesus: the stories of Mary's role in Jesus' birth
- 1.3.3.5 Mary the first disciple: the example of Mary
- 1.3.3.6 Jesus, the revelation of God's love
- 1.3.3.7 Jesus, the Son of God and Son of Mary

Layer 4: Age-Related Topics of Study

1.3.1 Incarnation



Dei Verbum
1. REVELATION
God's self-revelation and the human response of faith.

1.1
Knowing God

1.2
God the Father

1.3
God the Son

1.4
God the Holy Spirit

1.1.1 Ways of coming to know God

1.1.2 Scripture

1.1.3 Tradition

1.1.4 Trinity

1.1.5 Faith: the response to God's revelation

1.2.1 Creation

1.2.2 The image of God

1.2.3 Fall

1.3.1 Incarnation

1.3.2 The promise of a Messiah

1.3.3 The promise fulfilled

1.3.4 Mary, Mother of God

1.3.5 Life, Death and Resurrection

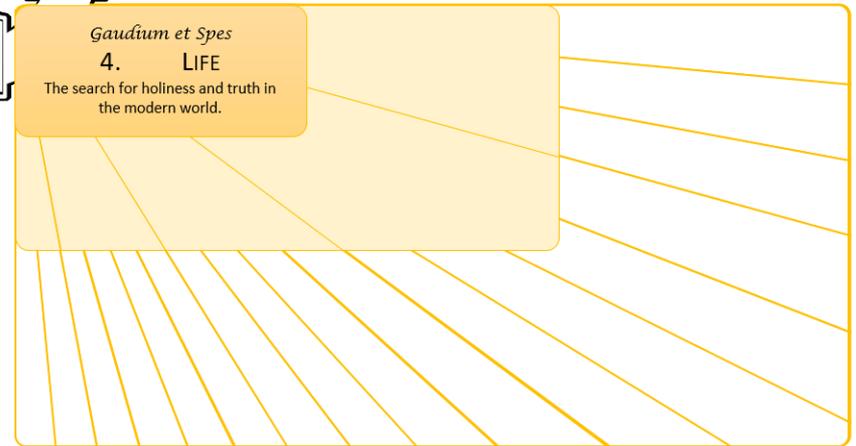
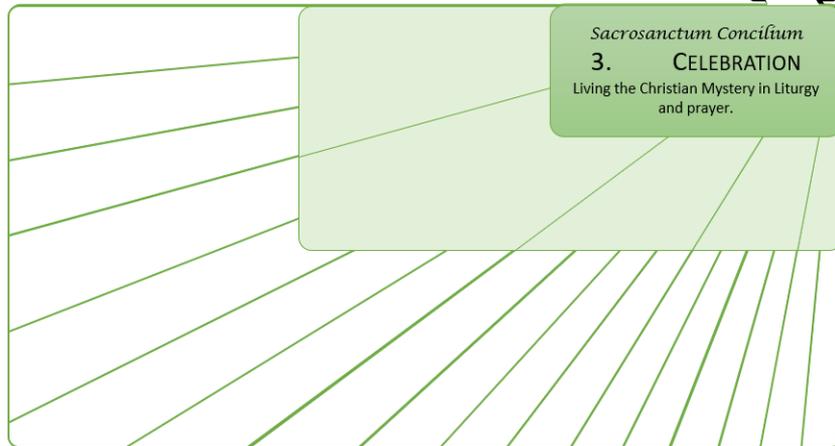
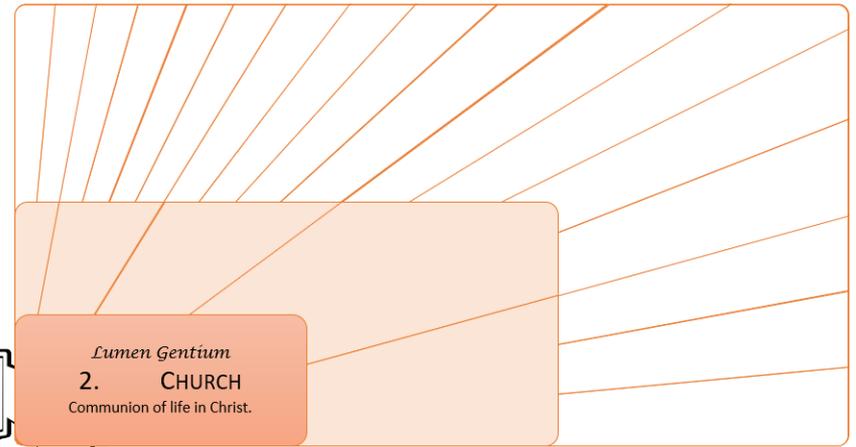
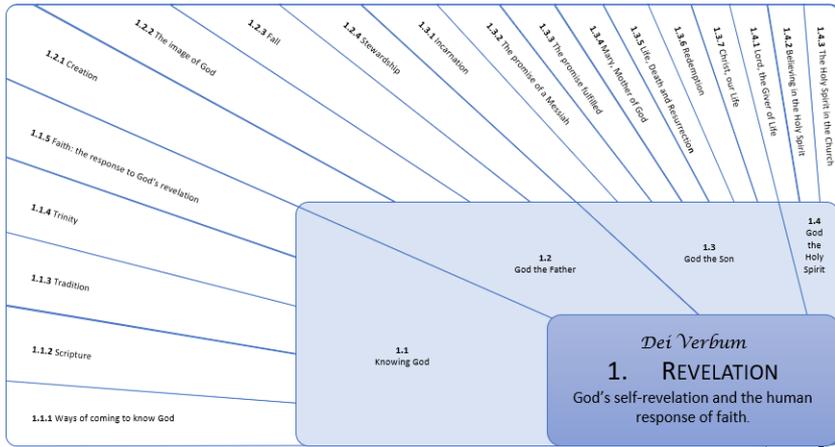
1.3.6 Redemption

1.3.7 Christ, our Life

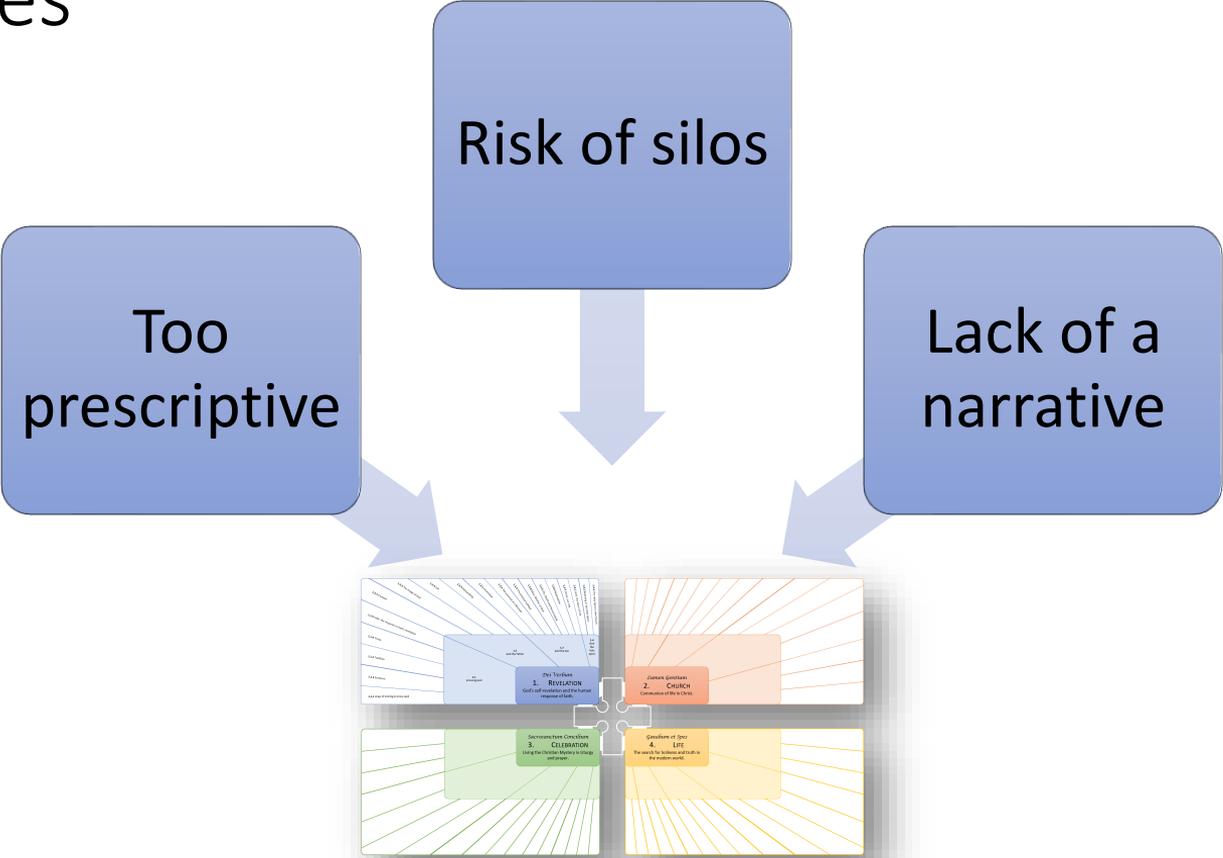
1.4.1 Lord, the Giver of Life

1.4.2 Believing in the Holy Spirit

1.4.3 The Holy Spirit in the Church



Critiques





A narrative heart

The human mind seems exquisitely tuned to understand and remember stories--so much so that psychologists sometimes refer to stories as "psychologically privileged" (Willingham, 2009, p. 51)

I had always felt life first as a story: and if there is a story there is a story-teller.
(Chesterton)

Christian faith ... is sustained through and as commitment to a story... [T]heology is the discipline of a practice which is first and last the following of a story: the life, death and resurrection of Jesus Christ...[its foundation is] the community that tells the story by which it is told.
(Loughlin, 1996, p. x)

Curriculum Branches

The curriculum structured around a central narrative of salvation history, mapped onto the school/liturgical year



In the Beginning...

The God who creates

In the Beginning...

The God who creates

Called and Chosen

Covenant and Prophecy

Galilee to Jerusalem

Jesus' life and ministry

Called and Chosen

Covenant and Prophecy

In the Beginning...

The God who creates

Desert to Garden

Jesus' passion, death and
resurrection

Galilee to Jerusalem

Jesus' life and ministry

Called and Chosen

Covenant and prophecy

In the Beginning...

The God who creates

To the ends of the earth

Holy Spirit and Church

Desert to Garden
Jesus' passion, death and resurrection

Galilee to Jerusalem
Jesus' life and ministry

Called and Chosen
Covenant and Prophecy

In the Beginning...
The God who creates

Life to the full...

Living well and the last things

In the Beginning...

The God who creates

To the ends of the earth

Holy Spirit and Church

Desert to Garden

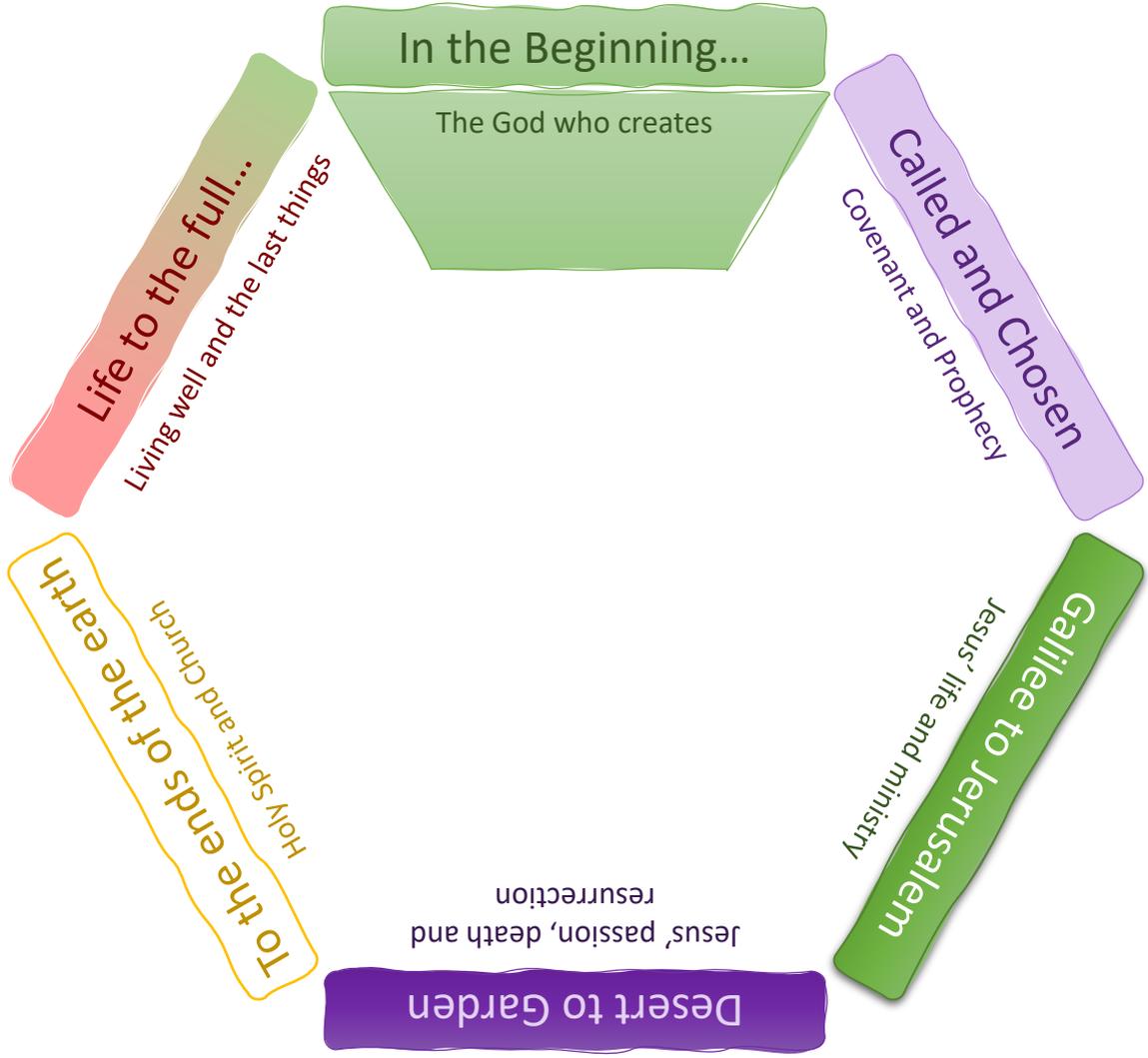
Jesus' passion, death and resurrection

Galilee to Jerusalem

Jesus' life and ministry

Called and Chosen

Covenant and Prophecy



In the Beginning...

The God who creates

Called and Chosen

Covenant and Prophecy

Galilee to Jerusalem

Jesus' life and ministry

Desert to Garden

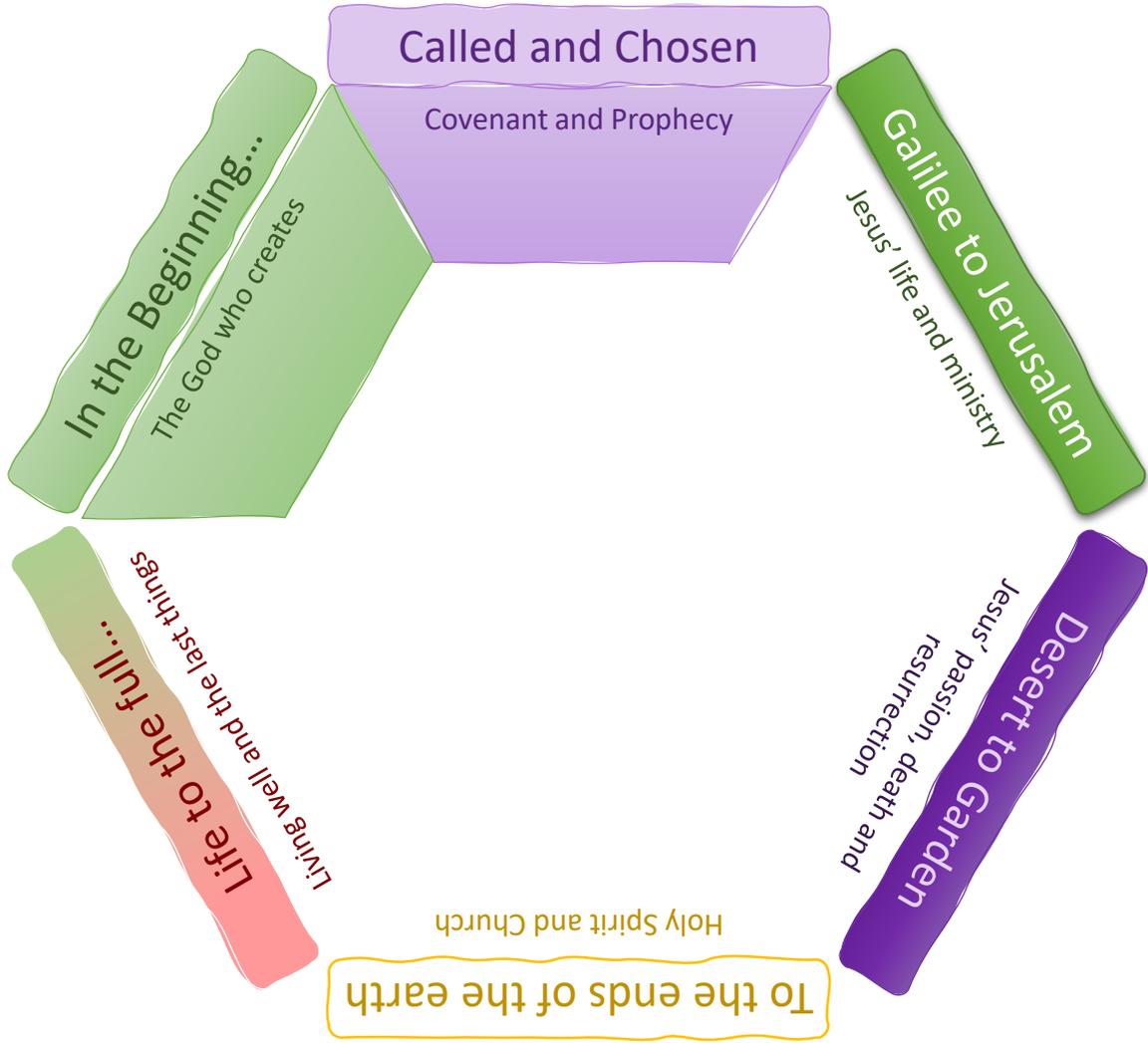
Jesus' passion, death and resurrection

To the ends of the earth

Holy Spirit and Church

Life to the full...

Living well and the last things



Galilee to Jerusalem

Jesus' life and ministry

Desert to Garden

Jesus' passion, death and resurrection

To the ends of the earth

Holy Spirit and Church

Life to the full...

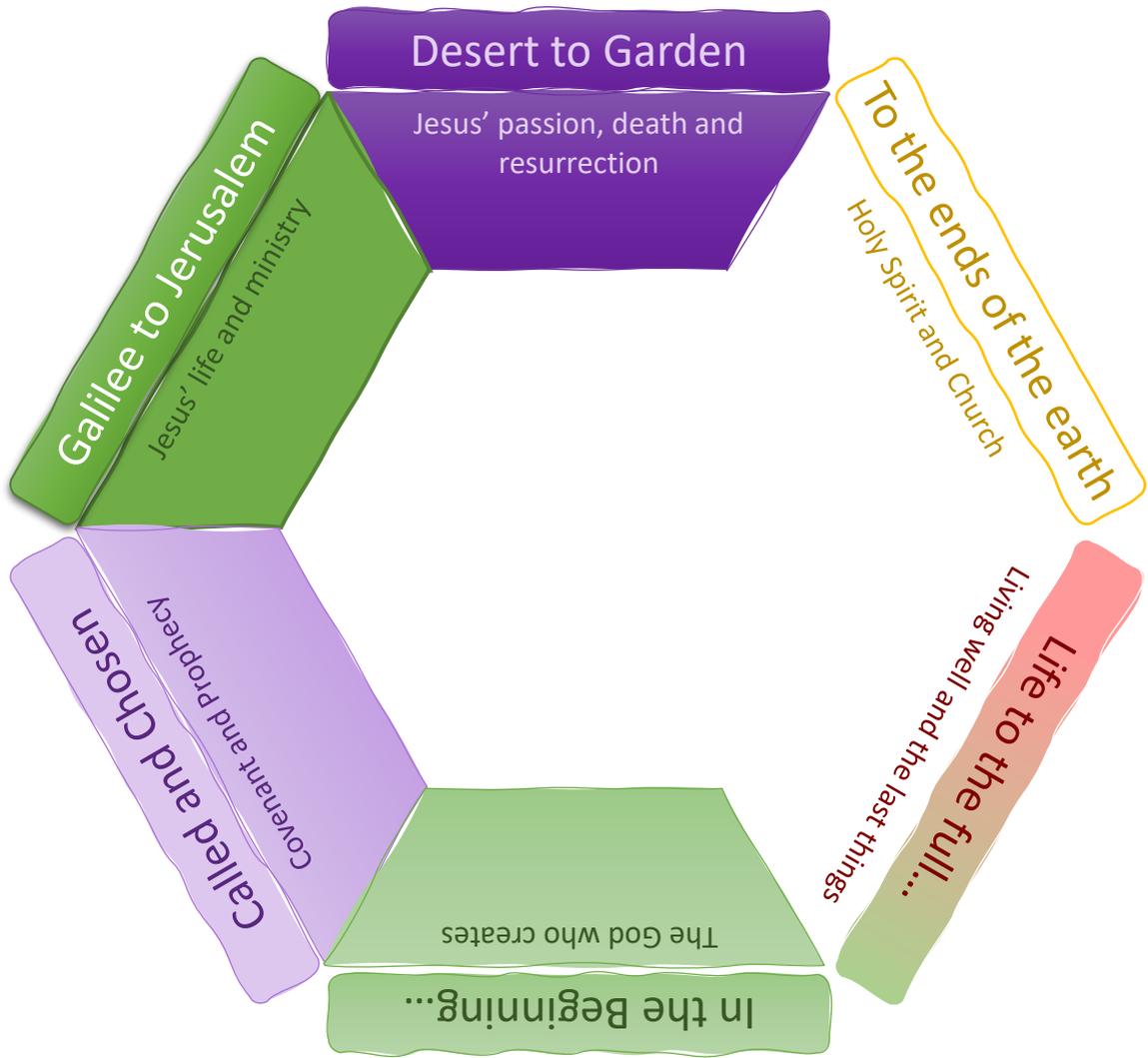
Living well and the last things

In the Beginning...

The God who creates

Called and Chosen

Covenant and Prophecy



Desert to Garden

Jesus' passion, death and resurrection

To the ends of the earth
Holy Spirit and Church

Life to the full...
Living well and the last things

In the Beginning...

The God who creates

Galilee to Jerusalem
Jesus' life and ministry

Called and Chosen
Covenant and prophecy

To the ends of the earth

Holy Spirit and Church

Life to the full...
Living well and the last things

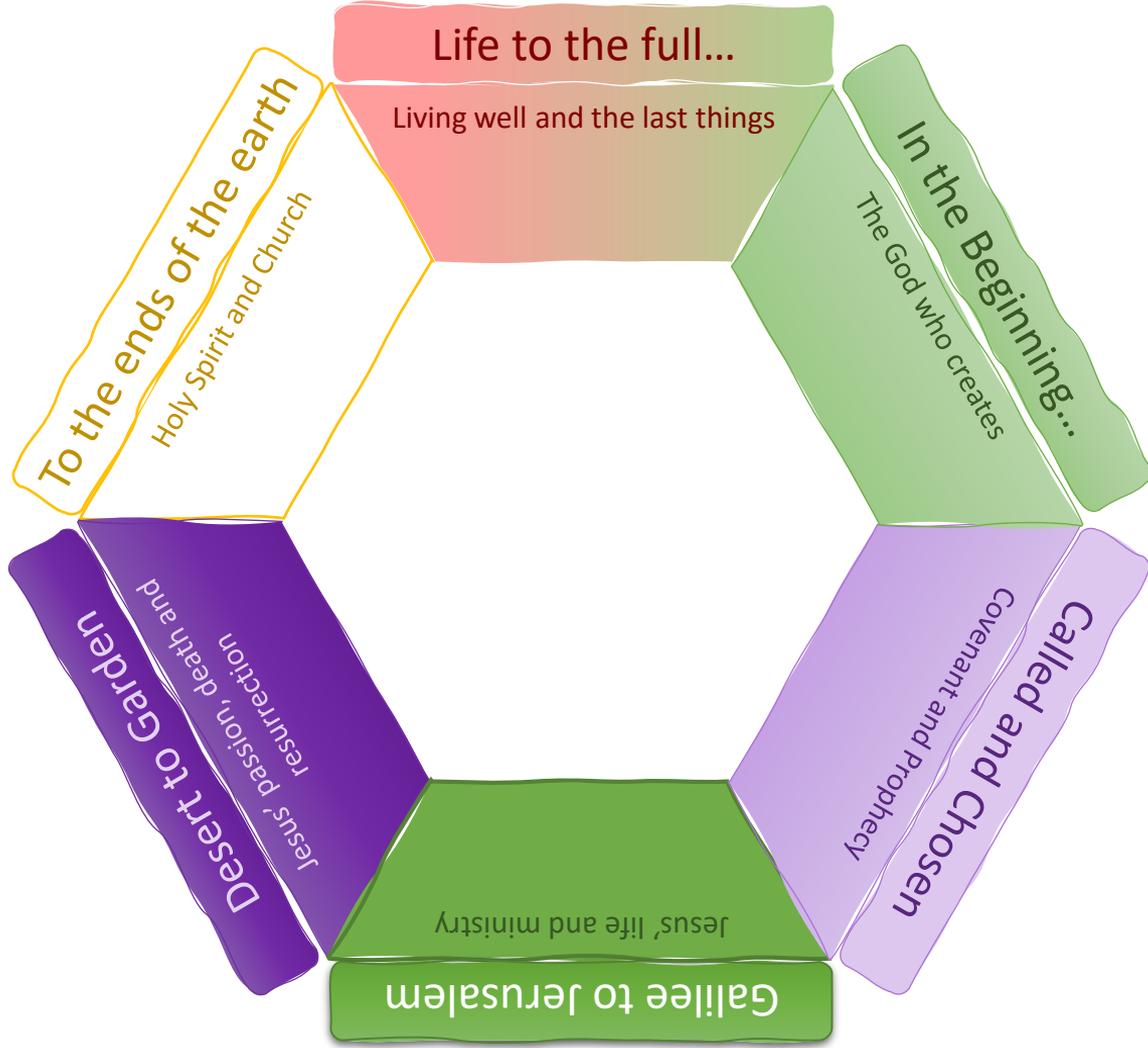
In the Beginning...
The God who creates

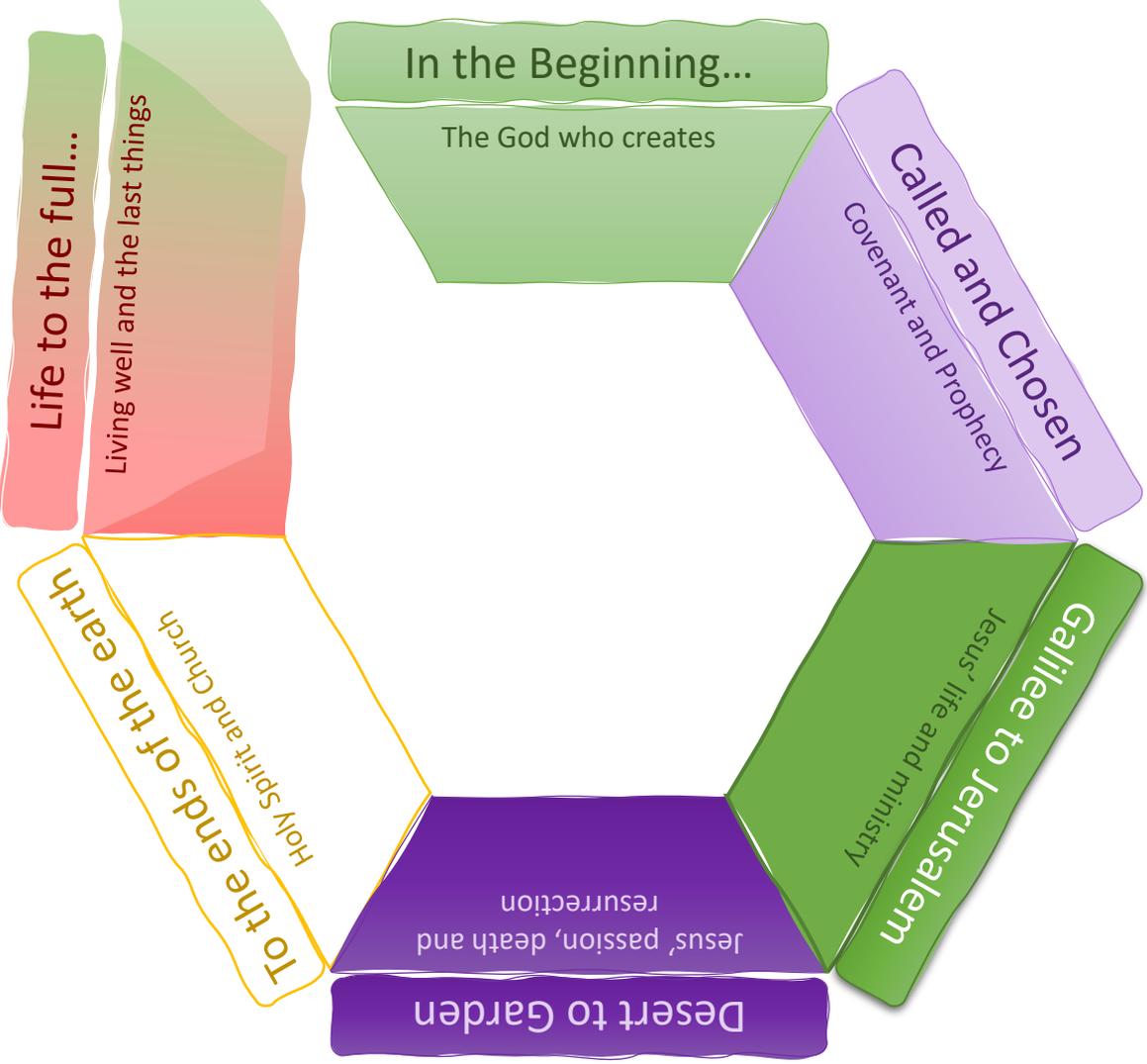
Called and Chosen

Covenant and Prophecy

Galilee to Jerusalem
Jesus' life and ministry

Desert to Garden
Jesus' passion, death and resurrection





In the Beginning...

The God who creates

Called and Chosen
Covenant and Prophecy

Galilee to Jerusalem
Jesus' life and ministry

Desert to Garden

Jesus' passion, death and
resurrection

To the ends of the earth
Holy Spirit and Church

Life to the full...

Living well and the last things

Life to the full...

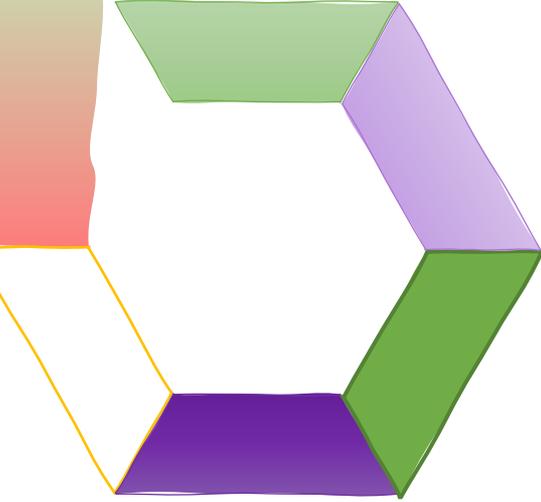
Living well and the last things

In the Beginning...

The God who creates

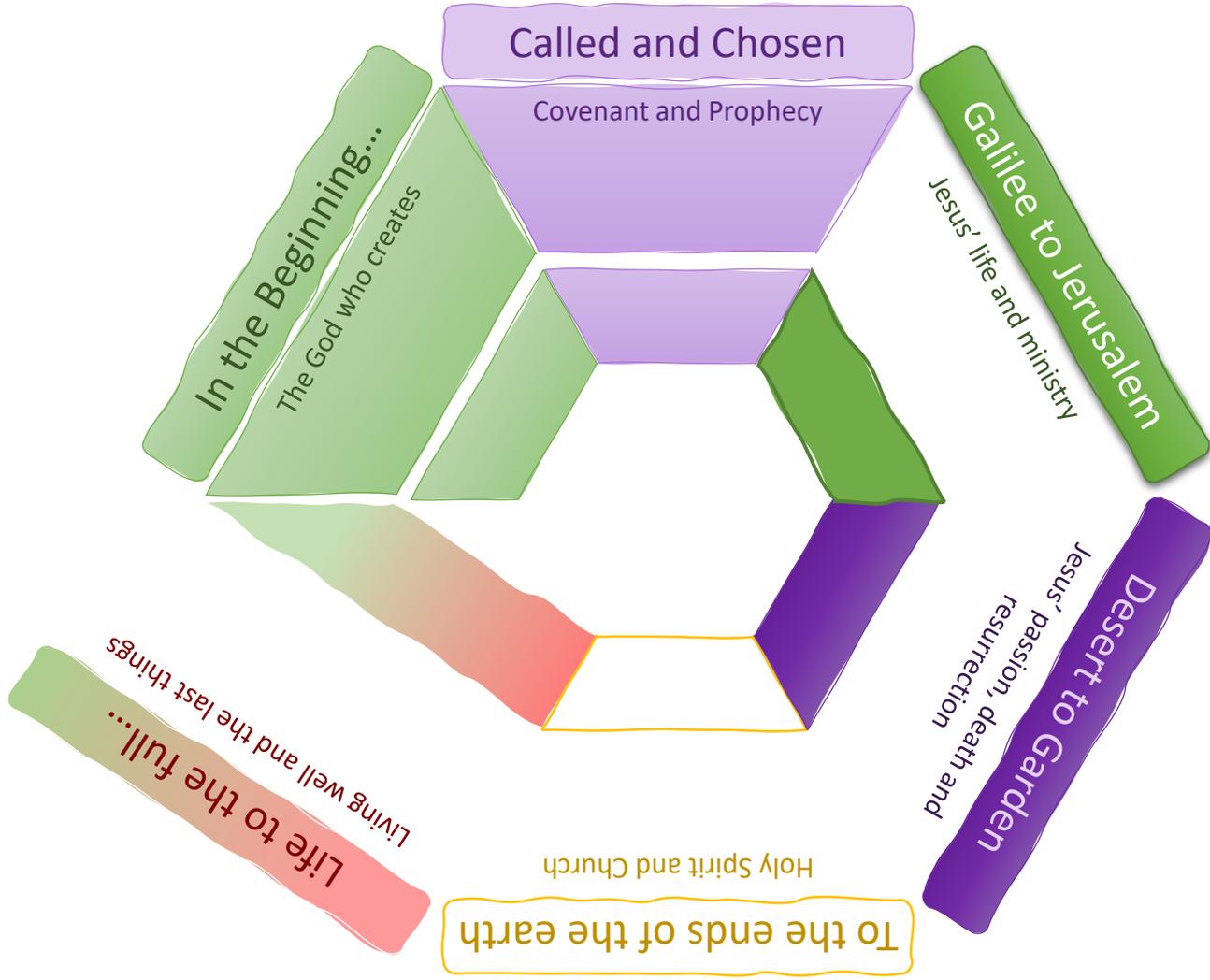
Called and Chosen
Covenant and Prophecy

Galilee to Jerusalem
Jesus' life and ministry



Desert to Garden
Jesus' passion, death and resurrection

To the ends of the earth
Holy Spirit and Church



Called and Chosen

Covenant and Prophecy

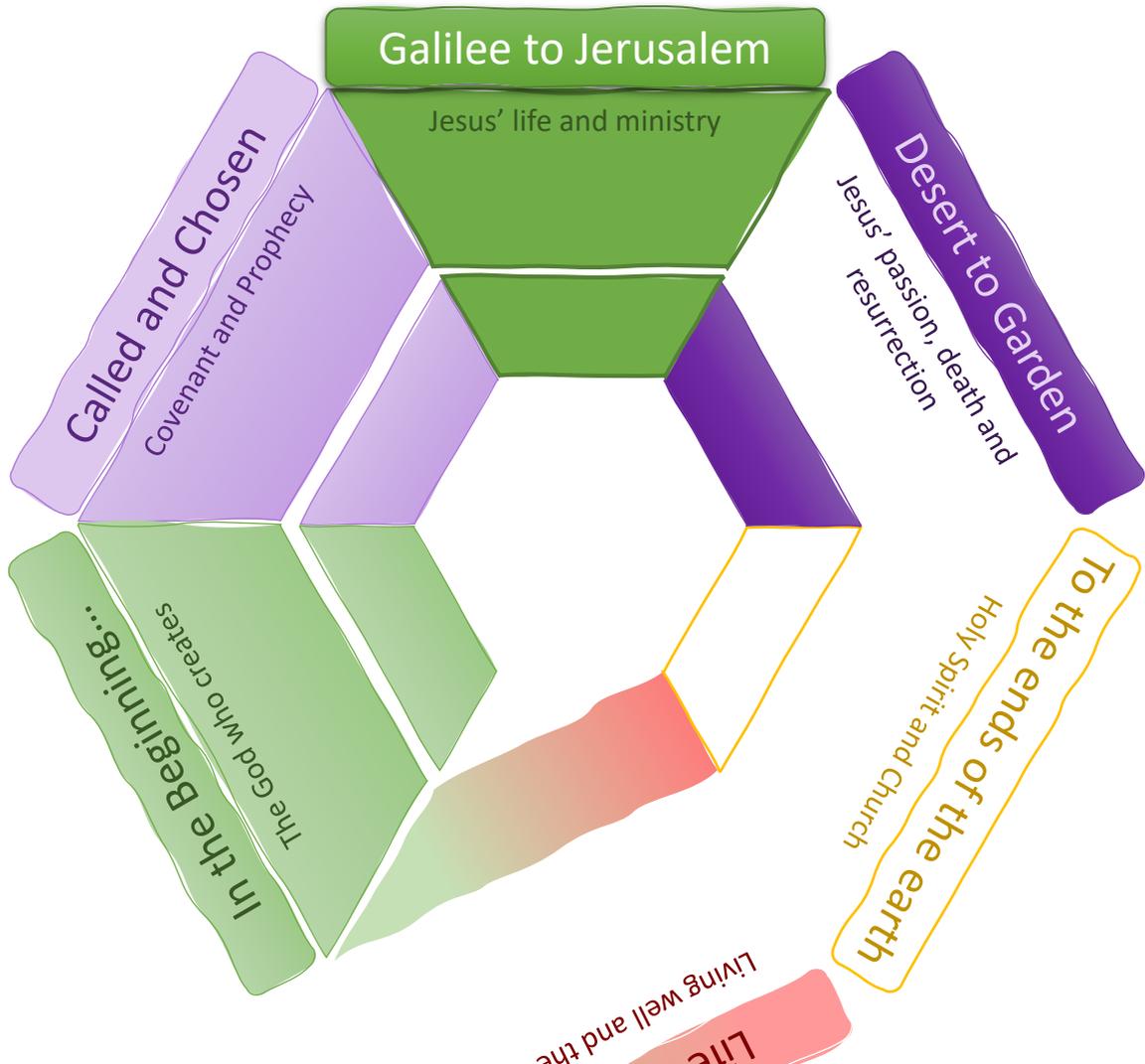
Galilee to Jerusalem
Jesus' life and ministry

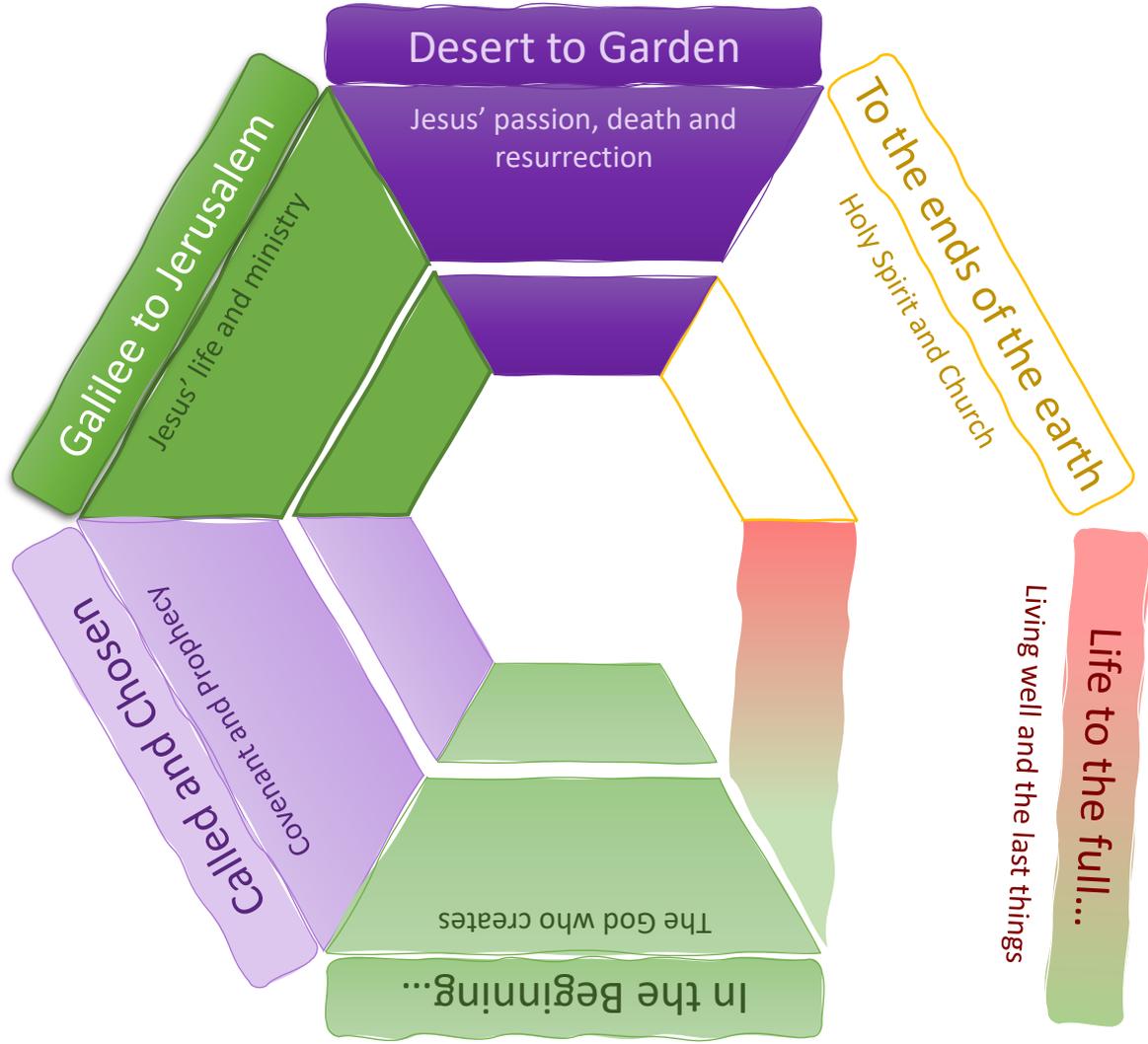
Desert to Garden
Jesus' passion, death and resurrection

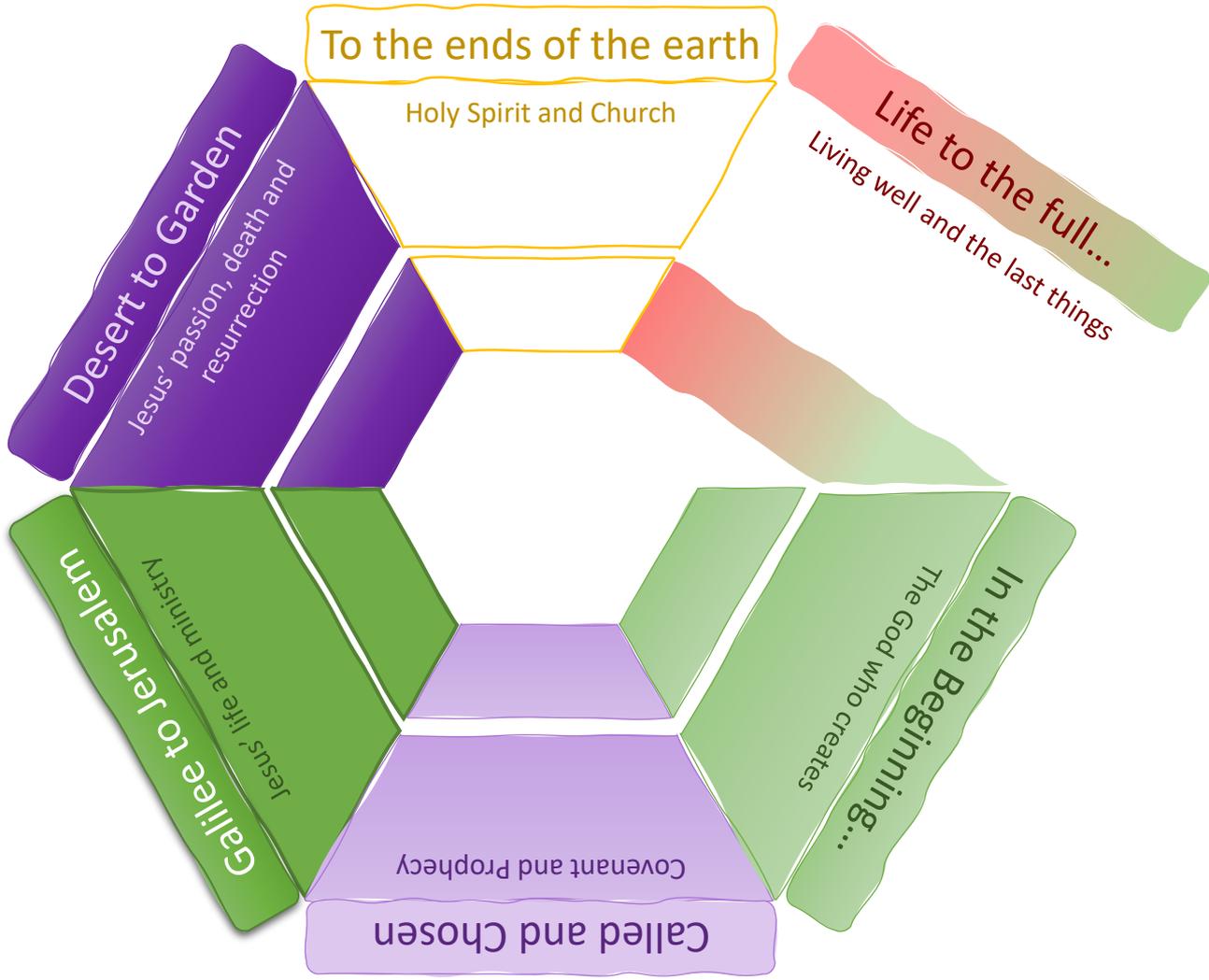
To the ends of the earth
Holy Spirit and Church

Life to the full...
Living well and the last things

In the Beginning...
The God who creates







To the ends of the earth

Holy Spirit and Church

Life to the full...

Living well and the last things

Desert to Garden

Jesus' passion, death and resurrection

Galilee to Jerusalem

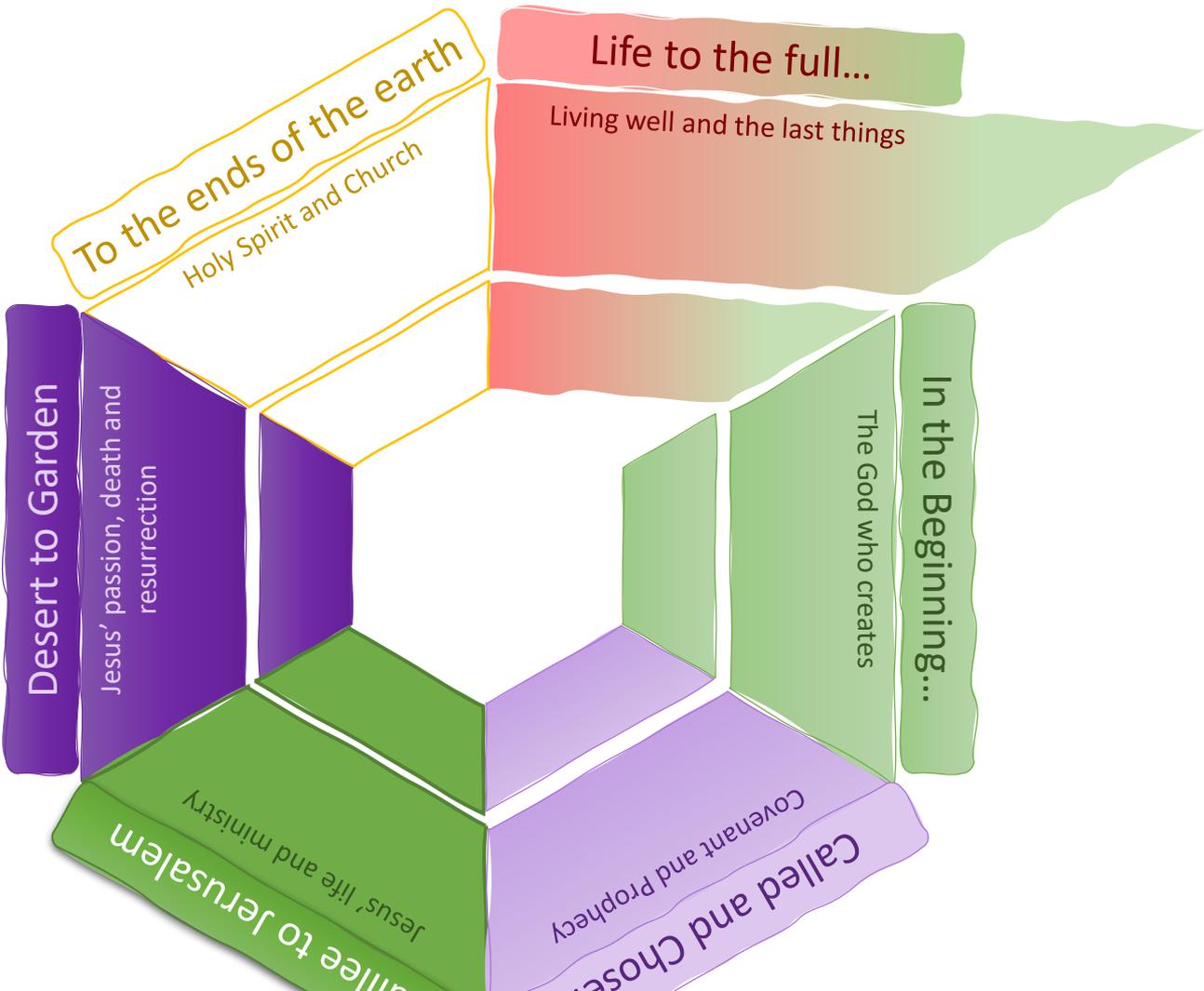
Jesus' life and ministry

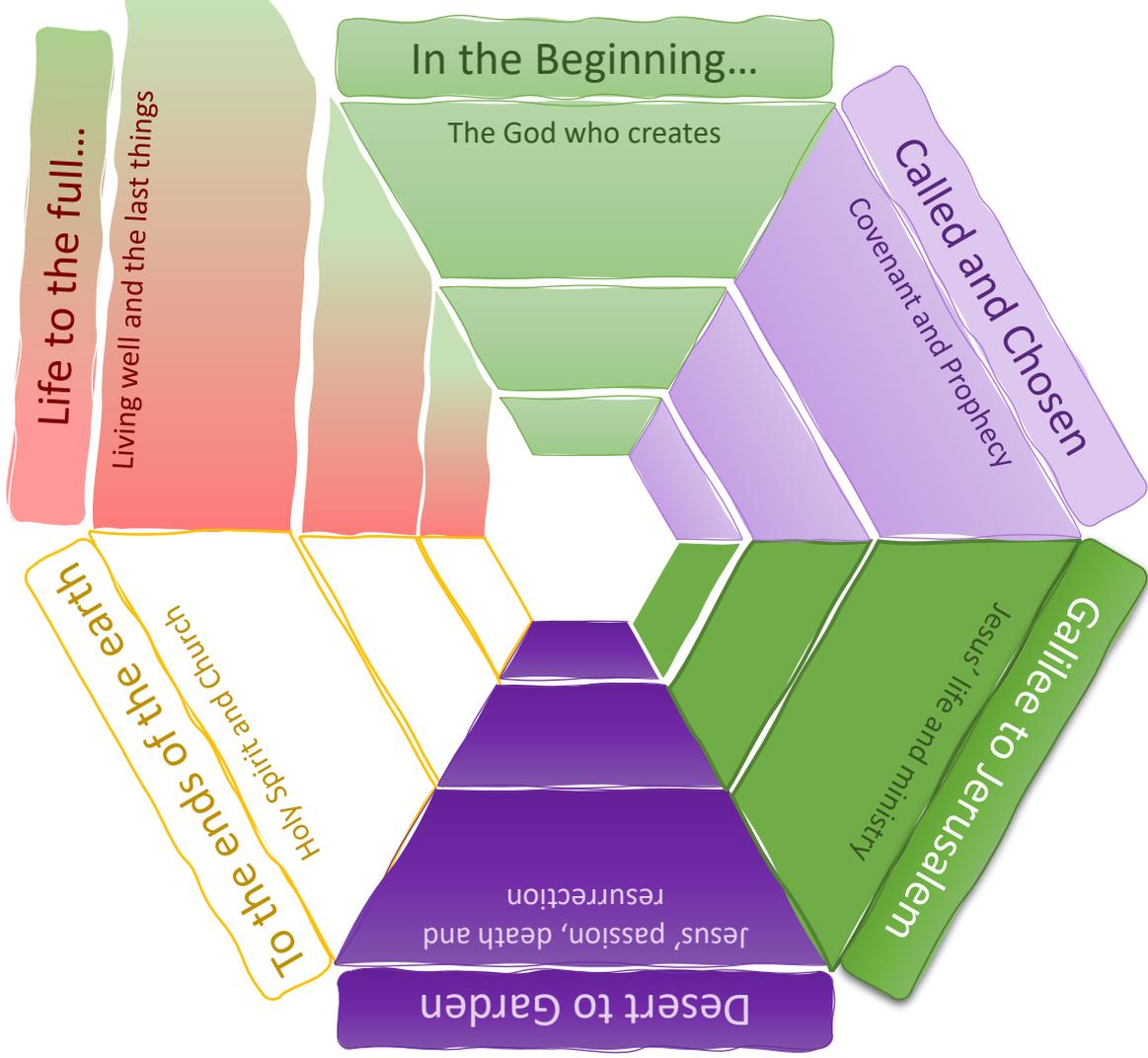
Called and Chosen

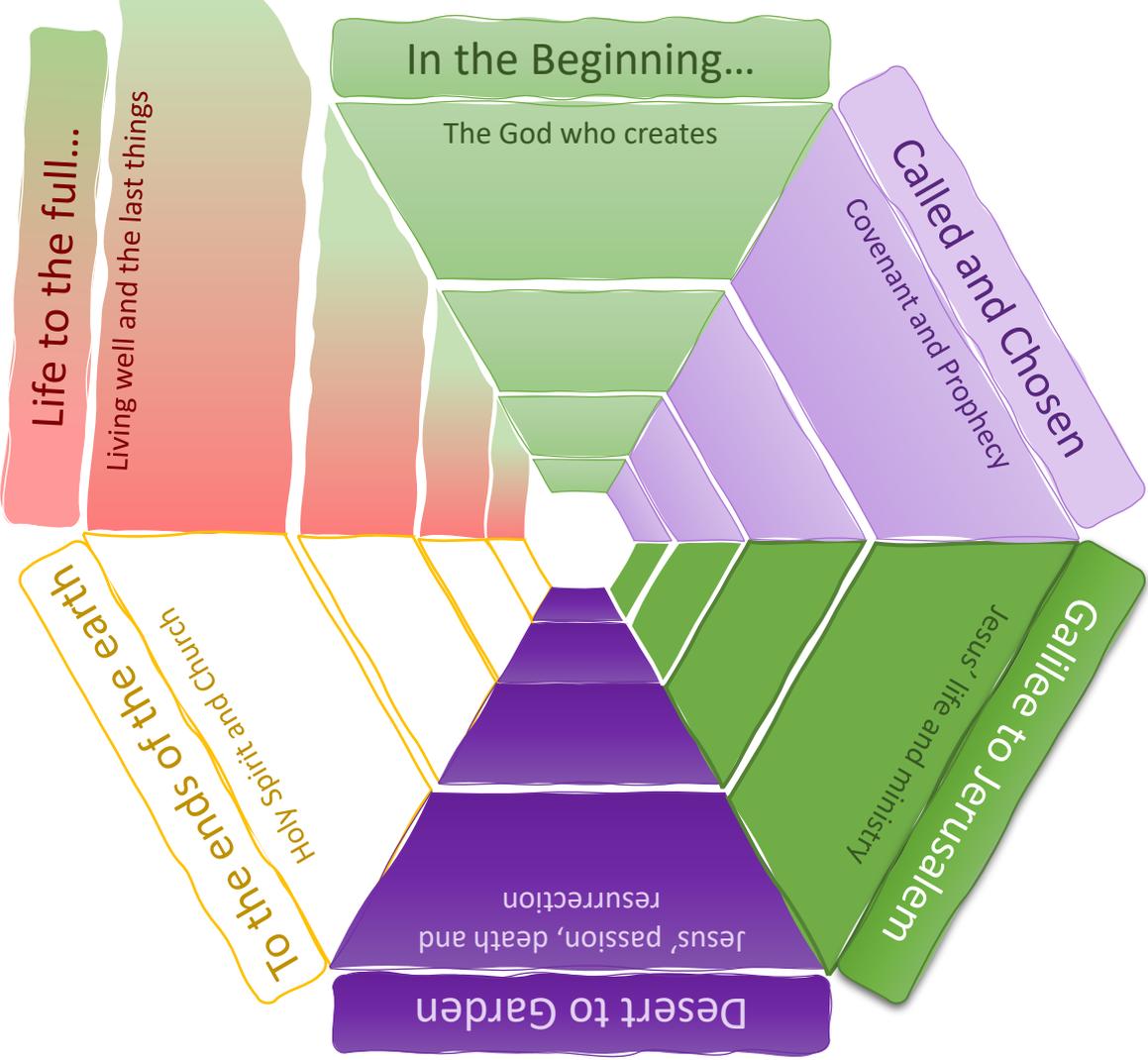
Covenant and Prophecy

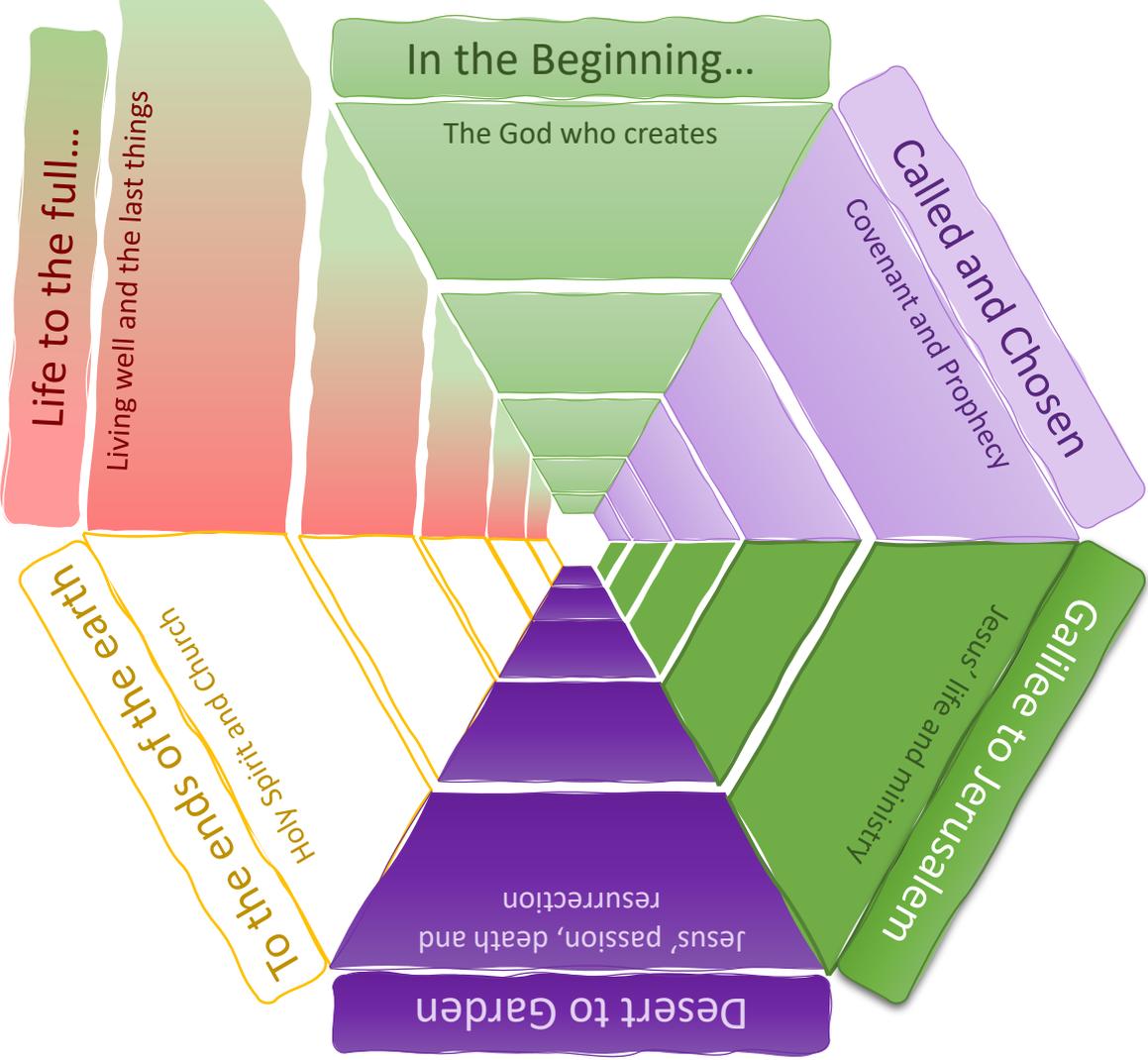
In the Beginning...

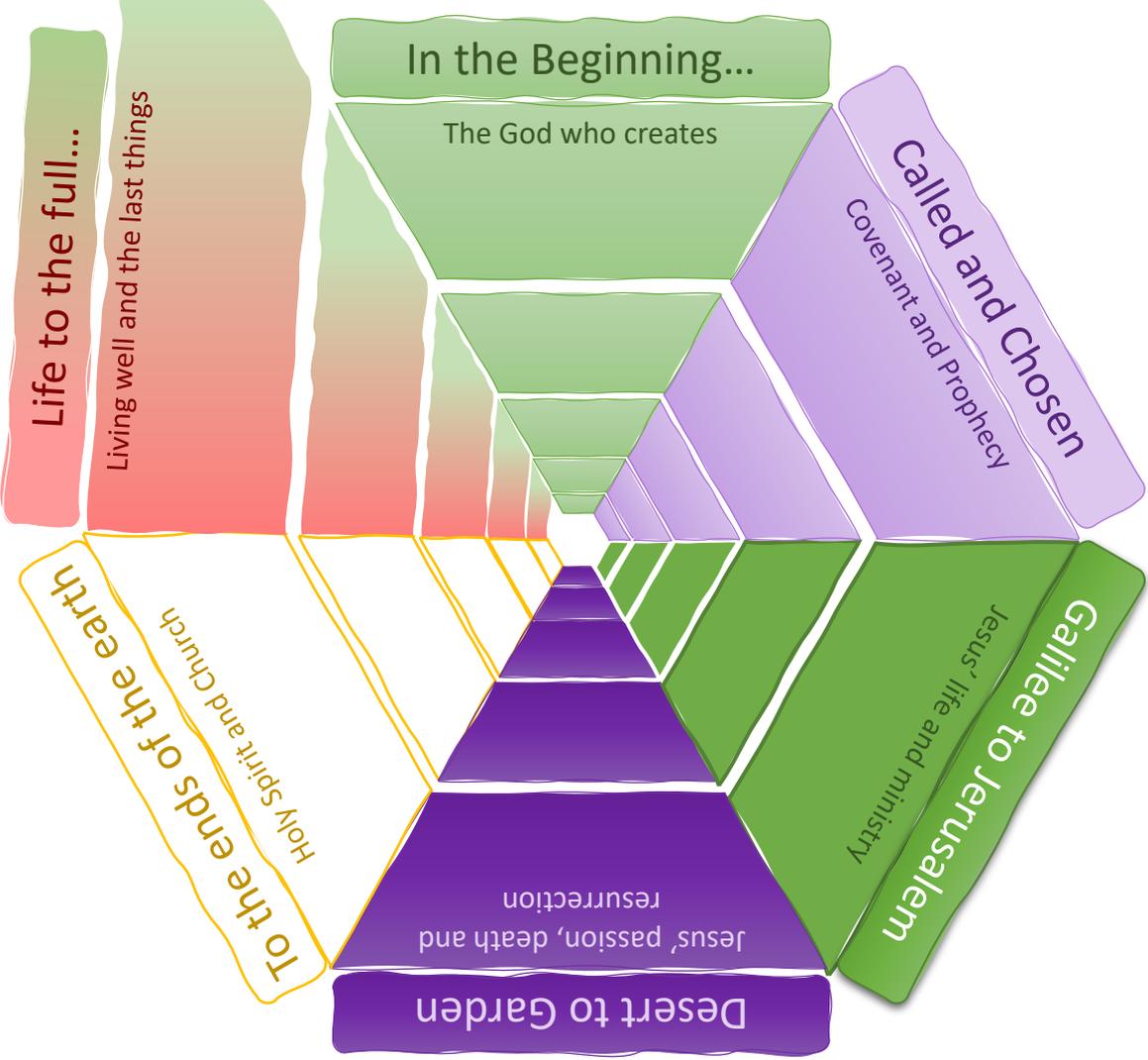
The God who creates







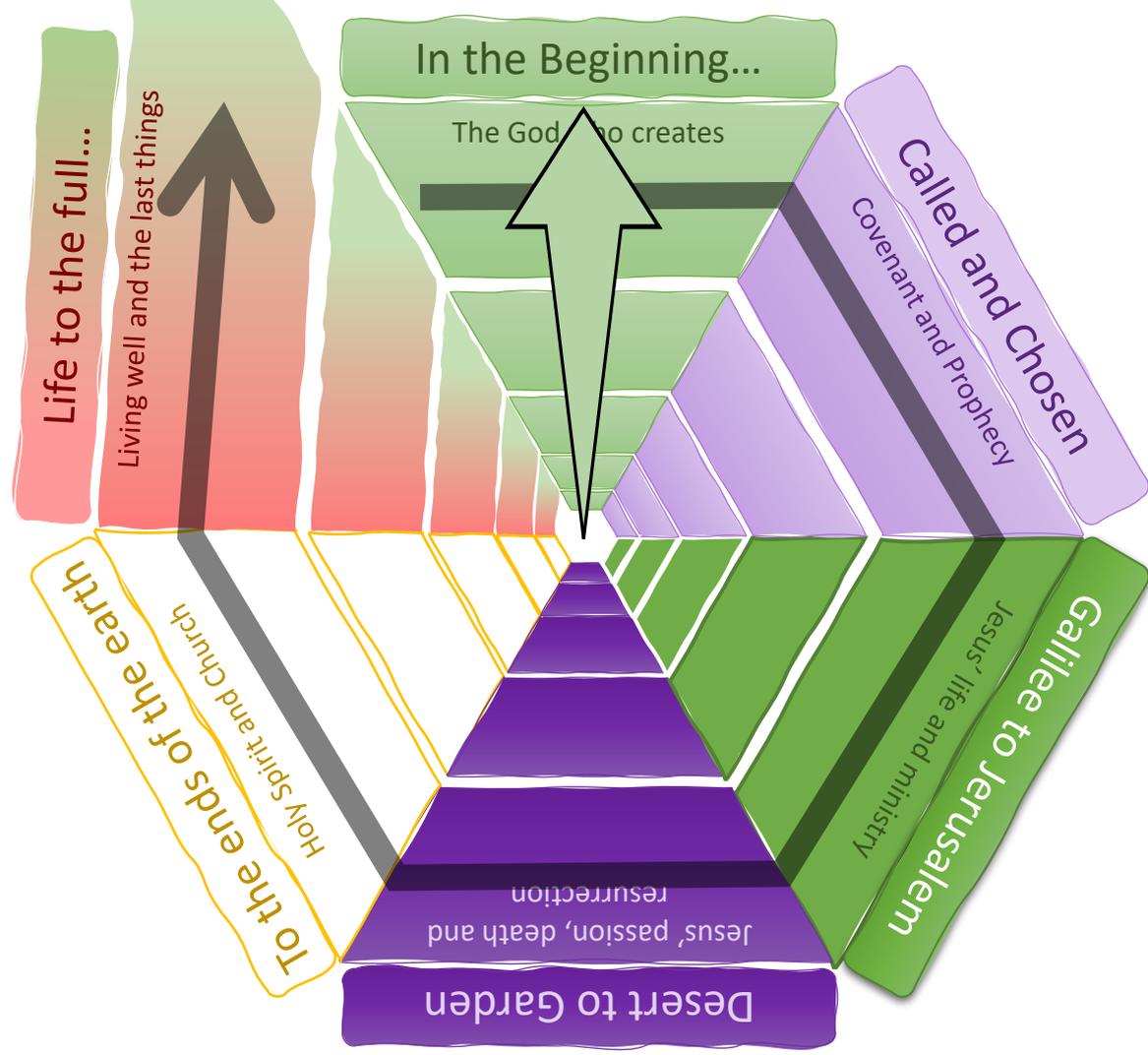




Sequential



Progressive





Knowledge Lenses

How to ensure that the historical curriculum foundations are covered and the 'silos' connected.

Knowledge lenses

For each branch, for each year group, we will look at the core concepts through four lenses:

- Hear (Scripture/Magisterial text)
- Believe (Doctrine/Theological Concepts)
- Celebrate (Sacraments/Liturgy/Prayer)
- Live (Life/Ethics)



Dei Verbum
1. REVELATION
God's self-revelation and the human response of faith.



Sacrosanctum Concilium
3. CELEBRATION
Living the Christian Mystery in Liturgy and prayer.



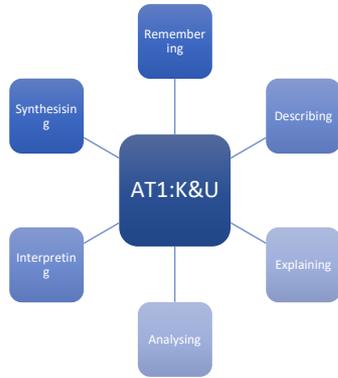
Gaudium et Spes
4. LIFE
The search for holiness and truth in the modern world.

Skill progression

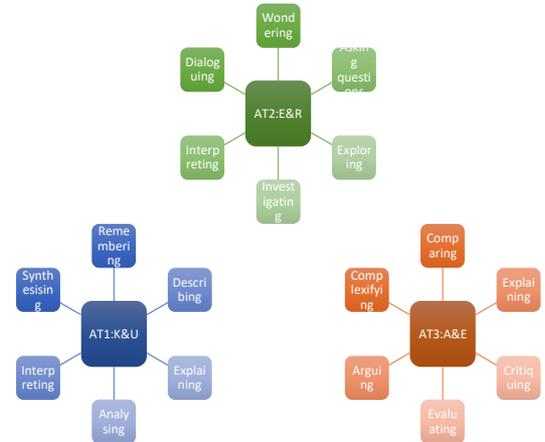
How to include the standards
without ignoring the disciplines



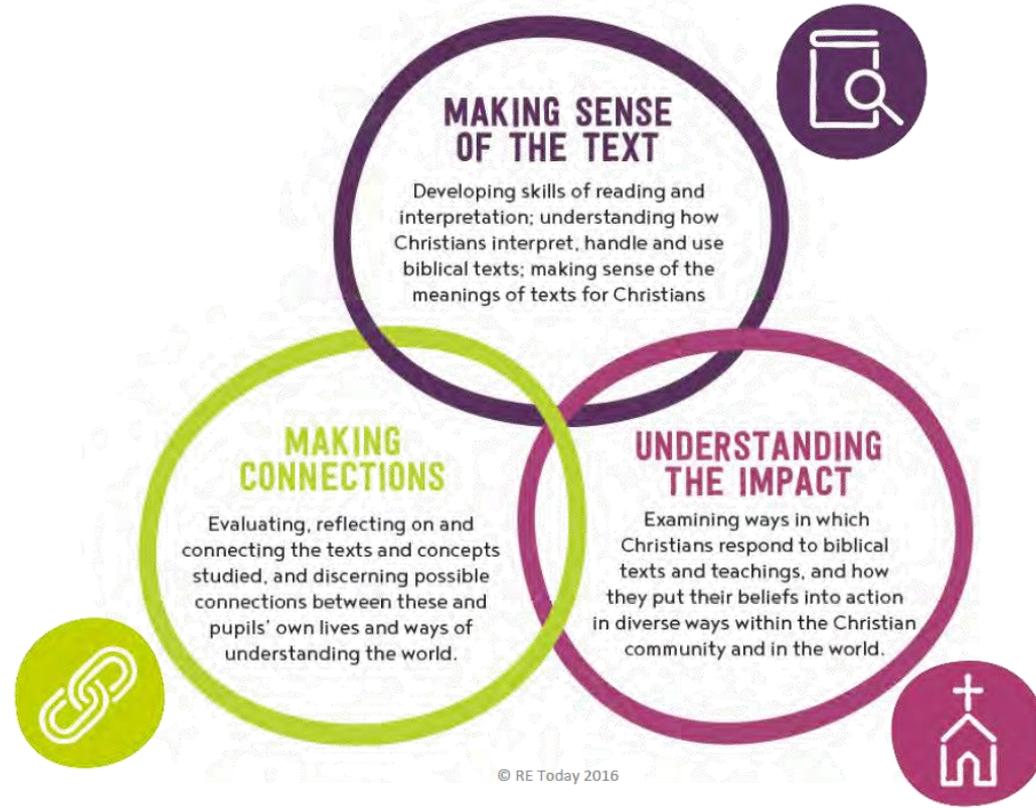
Handling concepts – the standards



Handling concepts – the standards



Handling concepts – elements



Handling concepts – elements



Discovering meaning:

Understanding beliefs, sources, practices by:

- Building knowledge
- Making links and giving explanations
- Interpreting sources



Exploring difference:

Testing ideas by:

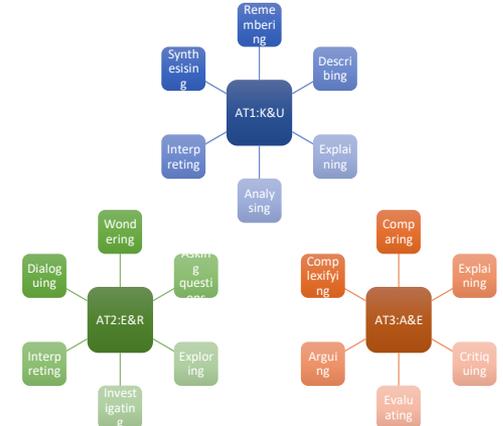
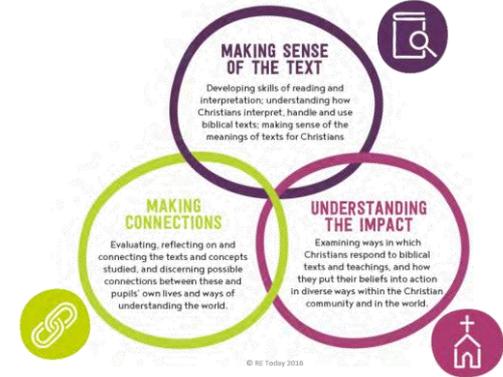
- Comparing interpretations
- Crafting arguments
- Weighing strengths and weaknesses



Imagining possibilities:

Creating space to reflect on:

- Personal meaning
- Possible futures
- The impact on me and the world



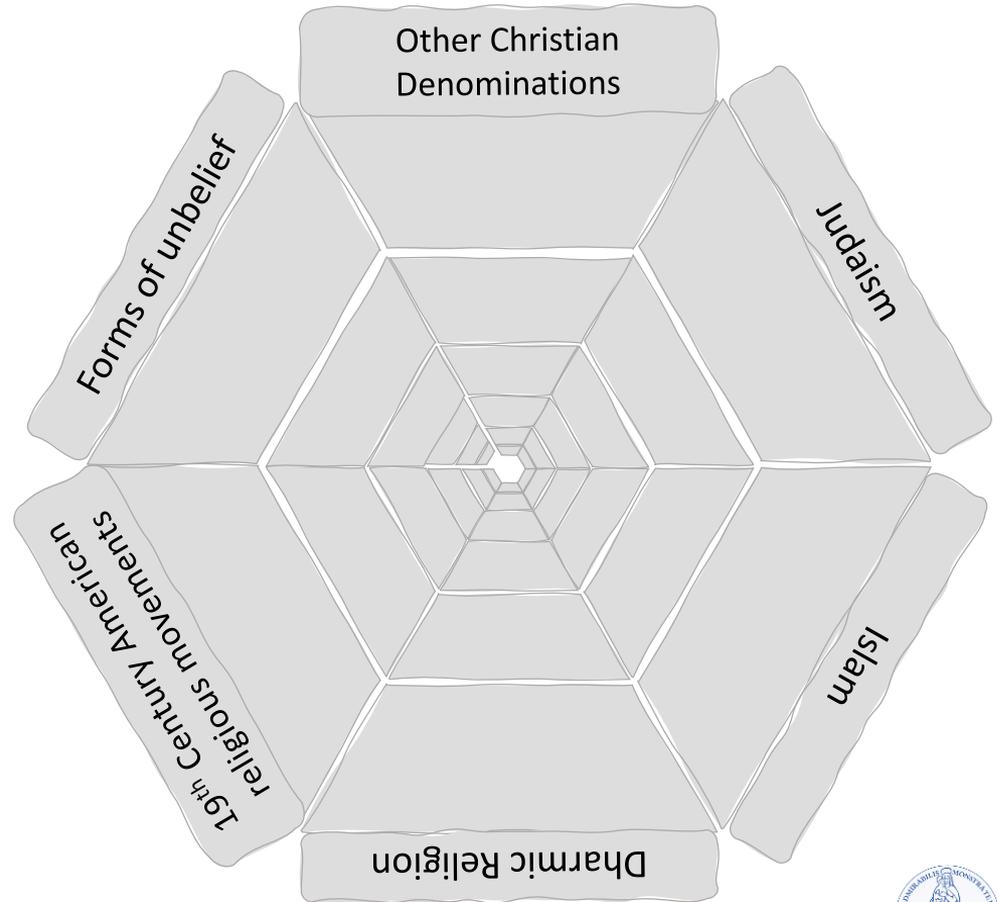
Other religions

- ...atheism must be accounted among the most serious issues of this age, and is deserving of closer examination.

Gaudium et Spes 19

- In general, religion presents itself as the meaningful answer to the fundamental questions posed by men and women: "People expect from the various religions answers to the unsolved riddles of the human condition, which today, even as in former times, deeply stir their hearts." This characteristic of religions demands that they dialogue not only among themselves, but also with the various forms of atheistic, or non-religious, interpretations of the human person and history, since these latter are also faced with the same questions about meaning.

CCE, Educating to inter-cultural dialogue 8

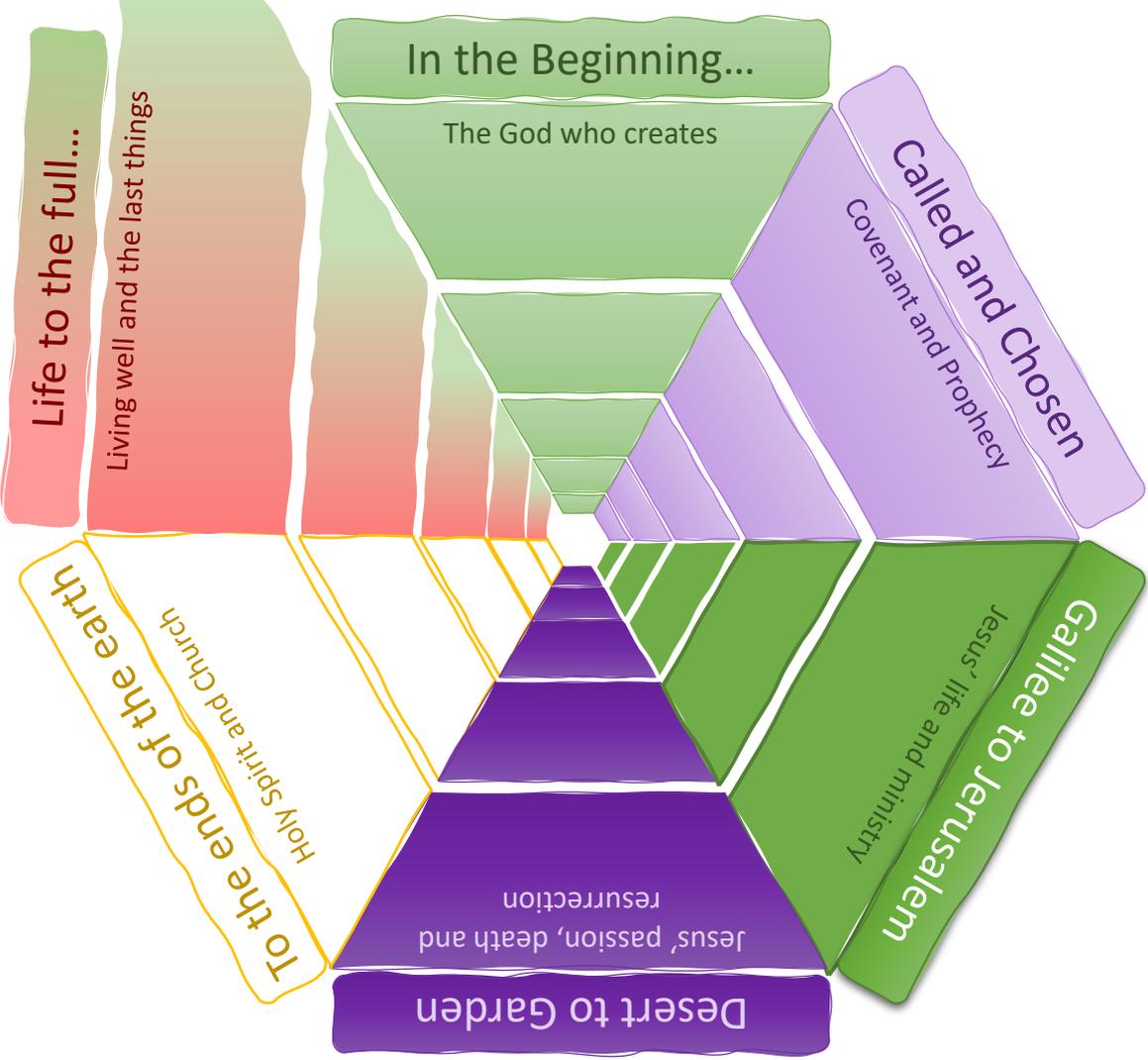




Age-related outcomes



Deciding on a format



In the Beginning...

God, Revelation, Creation & Fall

EYFS



Discovering Meaning



Exploring difference



Imagining possibilities

Key Questions:

Sources:

Expected Outcomes

Digging deeper

Key Vocabulary:

In the Beginning...

The God who creates

In the Beginning...

God, Revelation, Creation & Fall

Key Questions:

In the Beginning...

The God who creates

EYFS

Imagining possibilities

In the Beginning...

The God who creates

Key Questions:

Sources:

Key Vocabulary:

In the Beginning...

The God who creates

In the Beginning...

God, Revelation, Creation & Fall

EYFS



Discovering Meaning



Exploring difference



Imagining possibilities

Key Questions:

Sources:

Expected Outcomes

Digging deeper

Key Vocabulary:

In the Beginning...

The God who creates

Expected Outcomes

In the Beginning...

The God who creates

In the Beginning...

God, Revelation, Creation & Fall

EYFS



Discovering Meaning



Exploring difference



Imagining possibilities

Key Questions:

Sources:

Expected Outcomes

Digging deeper

Key Vocabulary:

In the Beginning...

The God who creates



Discovering Meaning



Exploring difference



Imagining possibilities

In the Beginning...

The God who creates

In the Beginning...

God, Revelation, Creation & Fall

EYFS



Discovering Meaning



Exploring difference



Imagining possibilities

Key Questions:

Sources:

Expected Outcomes

Digging deeper

Key Vocabulary:

In the Beginning...

The God who creates

Digging deeper

In the Beginning...

The God who creates

In the Beginning...

God, Revelation, Creation & Fall

EYFS



Discovering Meaning



Exploring difference



Imagining possibilities

Key Questions:

Sources:

Expected Outcomes

Digging deeper

Key Vocabulary:

In the Beginning...

The God who creates

Concluding prayer

May you as Catholic educators call upon Mary, the one who taught the eternal Word his first words of human speech. May she who is the seat of wisdom, who pondered in her heart the mysteries of her Son, intercede for us in our difficulties.

May you teachers receive the hope and the joy of the Spirit, who gives you in your efforts an unearthly stamina.

Our Lady, Seat of Wisdom, pray for us.

