

## Religious Education Autumn Term Overview 2025-26

Our Religious Education curriculum for the Autumn Term is shaped by the branches Creation and Covenant and Prophecy and Promise, as set out in the CES Religious Education Directory To Know You More Clearly. Within the branch of Creation and Covenant, pupils are introduced to the Christian understanding of God as Creator, exploring stories of creation, the goodness of the world, and the call to live in loving relationship with God and one another. As they progress, children learn about God's covenant with His people, discovering how promises and responsibilities are lived out through key biblical figures. The branch of Prophecy and Promise centres on the role of the prophets in the story of salvation, introducing pupils to their messages of hope, justice and faithfulness to God. At EYFS and Key Stage 1, these themes are taught through the Oxford University Press scheme From Source to Summit: Lighting the Path, which provides engaging stories, activities and prayer opportunities suited to young learners. In Key Stage 2, pupils deepen their understanding through resources from the Diocese of Salford Education Resource Centre, which enable them to study scripture and Catholic teaching more closely, while continuing to reflect on how prophecy and promise shape Christian life today.

Branch	Creation and Covenant – Branch 1	Prophecy and Promise – Branch 2
Reception	<ul style="list-style-type: none"> <li>God made our beautiful world and everything in it.</li> <li>God made our beautiful world and everything in it.</li> <li>God made the wonderful world.</li> <li>God made me.</li> <li>God made each one of us.</li> <li>God loves me. God loves everyone.</li> <li>God made a wonderful world and what God creates is good. God created the world and said, 'Indeed, it is very good'. (CST Stewardship)</li> <li>The whole of Creation shows God's love for us.</li> <li>(Laudato Si' 84–88)</li> <li>Celebrate God's beautiful world.</li> <li>Look after God's world.</li> <li>The words and actions of the Sign of the Cross:</li> <li>'In the name of the Father, and of the Son, and of the Holy Spirit. Amen.'</li> <li>God loves us, and we are part of a family.</li> <li>We enter God's family, the Church, through baptism.</li> <li>We enter God's family, the Church, through baptism.</li> </ul>	<ul style="list-style-type: none"> <li>Care and love for self, family, others, and God's world.</li> <li>CST: God made each of us, so each one of us is very special.</li> <li>We must treat others in a caring way because God made them too. The Dignity of the Human Person.</li> <li>Care and love for self, family, others, and God's world. CST: God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person.</li> <li>God sent Jesus to love us all.</li> <li>The Annunciation</li> <li>Mary was chosen by God to give birth to his Son.</li> <li>Jesus was born in Bethlehem.</li> <li>Mary had a baby called Jesus.</li> <li>The Nativity (Luke 2:4–7)</li> <li>Shepherds were told by angels to visit him.</li> <li>The shepherds visit the manger (Luke 2:8–20).</li> <li>The tradition of the crib to tell the story of Jesus' birth.</li> <li>Advent</li> <li>Advent traditions</li> <li>The Advent wreath</li> <li>By our work in Advent, we help others and ourselves, and we show our love to God.</li> <li>God sent Jesus to love us all.</li> </ul>

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Year 1	<ul style="list-style-type: none"> <li>U1.1.1 Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form.</li> <li>U1.1.2 Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE)</li> <li>U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.</li> <li>R1.1.2. Reflecting on different ways to pray.</li> <li>R1.1.1. Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</li> <li>U1.1.6. Recognise that prayer is a way of drawing closer to God.</li> <li>U1.1.5 Know that Pope Francis wrote a letter, called <i>Laudato Si'</i>, about the gift of Creation and the importance of taking care of the world as it is everyone's home.</li> <li>U1.1.4 Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</li> <li>R1.1.4 Talking about how they can care for God's world. (RVE)</li> <li>D1.1.2 Talking about why caring for God's world matters for them and their local community. (RVE)</li> <li>R1.1.3 Listening to stories from different communities and their experiences about how they care for the world. (RVE)</li> <li>U1.1.6 Recognise that prayer is a way of drawing closer to God, become familiar with the Our Father.</li> </ul>	<ul style="list-style-type: none"> <li>U1.2.2 Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.</li> <li>U1.2.4 Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.</li> <li>U1.2.3. Sequence the accounts from the Annunciation through to the visit of the shepherds.</li> <li>U1.2.5 Match the first words of the Hail Mary with the words of the Angel Gabriel.</li> <li>R1.2.1 Hearing and beginning to join in with the words of the Hail Mary.</li> <li>U1.2.1 Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.</li> <li>D1.2.3 Exploring artistic representations of the nativity story from around the world. (RVE)</li> <li>U1.2.6 Recognise that angels bring God's message and are a sign that Jesus is the Son of God.</li> <li>D1.2.1 Talking about why the shepherds saw angels when Jesus was born.</li> <li>R1.2.2 Singing or saying the first words of the Gloria.</li> <li>D1.2.2 Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.</li> <li>R1.2.3 Talking about how Christians in their local community celebrate the birth of Jesus. (RVE)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>U2.1.5 Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</li> <li>U2.1.2 Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture</li> <li>D2.1.1 Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.</li> <li>R2.1.2 Reflecting on the gift of Creation (awe and wonder). (RVE)</li> <li>U2.1.1 Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Genesis 9:8-17).</li> <li>D2.1.2 Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah.</li> <li>U2.1.3 Understand the term 'stewardship' and what it means for caring for God's world.</li> <li>R2.1.3 Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.</li> <li>U2.1.4 Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.</li> <li>D2.1.3 Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.</li> <li>U2.1.4 Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.</li> <li>U2.1.5 Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</li> </ul>	<ul style="list-style-type: none"> <li>U2.2.4 Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</li> <li>U2.2.2 Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</li> <li>D2.2.1. Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</li> <li>R2.2.2. Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).</li> <li>U2.2.1 Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</li> <li>D2.2.2. Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</li> <li>U2.2.5 Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</li> <li>R2.2.1 Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer.</li> <li>U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</li> <li>U2.2.3 Identify Zechariah's special message about John's future (Lk 1:76)</li> <li>U2.2.6 Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)</li> <li>D2.2.3 Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)</li> <li>U2.5.2 Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</li> </ul>

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Year 3	<ul style="list-style-type: none"> <li>Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. U3.1.1</li> <li>Describe how either a psalm or a prayer they have studied praises Creation. U3.1.5</li> <li>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. U3.1.2</li> <li>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. U3.1.3</li> <li>Describe stewardship by making simple links between Gen 1:26-31 and people's actions today. U3.1.4</li> <li>Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. (See LS 66). U3.1.6</li> <li>Spending time wondering about the blessings of Creation in their own lives. (R3.1.2)</li> <li>Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (D3.1.3)</li> <li>Reflecting on the prayerful words studied that give thanks for Creation. (R3.1.3)</li> <li>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (D3.1.2)</li> <li>Making connections between experiences where people have not been treated equally and how this felt. (R3.1.1)</li> <li>Imagining how caring for the world could change the world for the better. (D3.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. U.3.2.1</li> <li>Give a simple description of how Catholics celebrate the Mass. U.3.2.2</li> <li>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. U3.2.3</li> <li>Recognise how Joseph puts his trust in God when the angel appears. U3.2.4</li> <li>Recall that angels bring God's message in the gospels of St Matthew and St Luke. U3.2.6</li> <li>Talking, asking and answering questions about their experiences of liturgies and the mass. (D3.2.1)</li> <li>Considering how Catholics use some prayers, signs actions and symbols during mass and make links between beliefs and actions. (D3.2.2)</li> <li>Comparing and making simple links between the signs used in Advent and Christmas and their meaning. (D3.2.4)</li> <li>Talking, asking and answering questions about Joseph and Mary trusting in God. (D3.2.3)</li> <li>Responding creatively to the words of an Advent hymn, work of art, prayer or poem that connects to the message of the angels. (R3.2.1)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. U3.1.1</li> <li>Describe how either a psalm or a prayer they have studied praises Creation. U3.1.5</li> <li>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. U3.1.2</li> <li>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. U3.1.3</li> <li>Describe stewardship by making simple links between Gen 1:26-31 and people's actions today. U3.1.4</li> <li>Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. (See LS 66). U3.1.6</li> <li>Spending time wondering about the blessings of Creation in their own lives. (R3.1.2)</li> <li>Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (D3.1.3)</li> <li>Reflecting on the prayerful words studied that give thanks for Creation. (R3.1.3)</li> <li>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (D3.1.2)</li> <li>Making connections between experiences where people have not been treated equally and how this felt. (R3.1.1)</li> <li>Imagining how caring for the world could change the world for the better. (D3.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. U.3.2.1</li> <li>Give a simple description of how Catholics celebrate the Mass. U.3.2.2</li> <li>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. U3.2.3</li> <li>Recognise how Joseph puts his trust in God when the angel appears. U3.2.4</li> <li>Recall that angels bring God's message in the gospels of St Matthew and St Luke. U3.2.6</li> <li>Talking, asking and answering questions about their experiences of liturgies and the mass. (D3.2.1)</li> <li>Considering how Catholics use some prayers, signs actions and symbols during mass and make links between beliefs and actions. (D3.2.2)</li> <li>Comparing and making simple links between the signs used in Advent and Christmas and their meaning. (D3.2.4)</li> <li>Talking, asking and answering questions about Joseph and Mary trusting in God. (D3.2.3)</li> <li>Responding creatively to the words of an Advent hymn, work of art, prayer or poem that connects to the message of the angels. (R3.2.1)</li> </ul>



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Year 5	<ul style="list-style-type: none"> <li>• R5.1.2. Reflecting on what makes them truly happy. (RVE)</li> <li>• U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</li> <li>• U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15))</li> <li>• R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.</li> <li>• U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</li> <li>• D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)</li> <li>• U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).</li> <li>• D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)</li> <li>• U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</li> <li>• U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)</li> <li>• R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• R5.1.2. Reflecting on what makes them truly happy. (RVE)</li> <li>• U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</li> <li>• U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15))</li> <li>• R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.</li> <li>• U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</li> <li>• D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)</li> <li>• U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).</li> <li>• D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)</li> <li>• U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</li> <li>• U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)</li> <li>• R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)</li> </ul>	