

## Religious Education Rationale 2024-25

At Cheadle Catholic Infant School, we believe that the teaching of Religious Education is of paramount importance to guide and support the child within a Catholic environment, in line with the mission statement of our school. Although Religious Education is taught daily in our school, it is not just confined to the RE lesson, it permeates the whole life of the school as we strive to proclaim and live out the Gospel values. Our aim at Cheadle Catholic Infant School is to create a happy caring environment where children are helped to grow in faith and moral responsibility, knowing that they are a unique person endowed with the gifts of the spirit.

At Cheadle Catholic Infant School children are given the opportunity to explore and develop their understanding of their faith through the teachings of Jesus. In accordance with diocesan guidelines, the main scheme of work is 'The Vine & the Branches'. Each half term, the children explore a different topic and range of Key Learning Objectives.

Throughout the year, children also have the opportunity to develop their understanding of Catholic Social Teaching ('CAFOD' workshops and assemblies, 'Mission Together' etc), RSE is linked directly to the Catholic faith through the use of the, 'Life to the Full' resources in EYFS and 'The Vine & Branches' resources in Year 1 and Year 2. The Catholic liturgical year forms the basis of Prayer and Liturgy, supplemented by the 'TenTen' Collective Worship resources. All children explore a range of world faiths during their time in the Infant School.

Children in Year 2 prepare for and celebrate the Sacrament of Reconciliation.

# Nursery & Reception Key Learning Objectives

## Autumn Term

*Identify, name, or label something or someone previously seen, heard or encountered.*

*Use the skills words to complete a variety of activities.*

*recognise, talk about, label, name, match, sort, retell, sequence, recall*

Branch 1 Creation and covenant	Branch 2 Prophecy and promise
<p>God made our beautiful world and everything in it. God made me.</p>	<p>Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).</p>
<p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84-88).</p>	<p>The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).</p>
<p>God made me. God loves me. God loves everyone. God made the wonderful world.</p>	<p>Mary had a baby called Jesus.</p>
<p>God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! <b>Stewardship</b></p>	<p>Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him.</p>

Celebrate	The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world	Advent wreath. The tradition of the crib. Nativity celebration.
	Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.	The tradition of the crib to tell the story of Jesus' birth.
Live	Look after me. Look after God's world.	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.
	Care and love for self, family, others, and God's world. <b>CST</b> 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. <b>The Dignity of the Human Person</b>	Various cultures celebrate Jesus' birthday in different ways. <b>CST</b> By our work in Advent, we help others and ourselves and we show our love to God. <b>CST</b> All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. <b>The Dignity and Rights of Workers</b>

### Spring Term

Identify, name, or label something or someone previously seen, heard, or encountered.

Use the skills words to complete a variety of activities.

*recognise, talk about, label, name, match, sort, retell, sequence, recall*

	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden
Hear	The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold).	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).
	The visit of the Magi (Matt 2:1-12). <b>What?</b> Jesus blesses the little children (Mk 10:13-16). <b>How?</b> Feeding of 5000 (Jn 6:1-14).	A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).

<b>Believe</b>	Jesus was born for everyone.	Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.
	The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.	Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter.
<b>Celebrate</b>	The Glory Be is a special prayer.	Simple signs of Lent - colour purple, seeds, growing. Simple signs of Easter - colour white, growth, Easter Garden.
	That the Church prays the 'Glory Be' as a response to the coming of Jesus.	The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life.
<b>Live</b>	Show love to everyone like Jesus.	Care for others. Celebrate with signs and symbols - hot cross buns, garden growth, Easter eggs.
	We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. <b>CST</b> You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. <b><i>An Option for the Poor and Vulnerable</i></b>	Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. <b>CST</b> Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. <b><i>Rights and Responsibilities</i></b>

## Summer Term

*Identify, name, or label something or someone previously seen, heard, or encountered.*




*Use the skills words to complete a variety of activities.*

*recognise, talk about, label, name, match, sort, retell, sequence, recall*




Branch 5 To the ends of the Earth	
<b>Hear</b>	<p>Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.</p> <p>Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).</p>
<b>Believe</b>	<p>The Holy Spirit is our friend. The Holy Spirit looks after us.</p> <p>Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p>
<b>Celebrate</b>	<p>The parish church is a special place where we meet our friends. We sing and say prayers.</p> <p>Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.</p>
<b>Live</b>	<p>The parish church. We gather with friends at church, especially on Sunday.</p> <p>The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. <b><i>We Are Called to Live as Family and Community.</i></b> CST All people are God’s children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family – God’s family. <b><i>Solidarity</i></b></p>
Branch 6 Dialogue and encounter	
<b>Dialogue</b>	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</p>
<b>Encounter</b>	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>

# Year 1 Key Learning Objectives




## Creation & Covenant.

Expected outcomes	
	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p>
	Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. (RVE)
	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)
	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.
	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.
	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.
	Recognise that prayer is a way of drawing closer to God.
	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p>
	Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.
	Talking about why caring for God's world matters for them and their local community. (RVE)
	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p>
	Reflecting on what the words of the Our Father and the opening words of the Creed say to them.
	Reflecting on different ways to pray.
	Listening to stories from different communities and their experiences about how they care for the world. (RVE)
	Talking about how they can care for God's world. (RVE)

## Prophecy & Promise:




Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
U1.2.1.	Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.
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.
U1.2.3.	Sequence the accounts from the Annunciation through to the visit of the shepherds.
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.
U1.2.5.	Match the first words of the Hail Mary with the words of the Angel Gabriel.
U1.2.6.	Recognise that angels bring God's message and are a sign that Jesus is the Son of God.
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:	
D1.2.1.	Talking about why the shepherds saw angels when Jesus was born.
D1.2.2.	Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.
D1.2.3.	Exploring artistic representations of the nativity story from around the world. (RVE)
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.2.1.	Hearing and beginning to join in with the words of the Hail Mary.
R1.2.2.	Singing or saying the first words of the Gloria.

## Galilee to Jerusalem:




Expected outcomes	
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
U1.3.1.	Identify some of the people that encounter Jesus and recognise that he is special.
U1.3.2.	Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.
U1.3.3.	Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.
U1.3.4.	Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.
	<b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D1.3.1.	Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.
D1.3.2.	Listening to the stories and experiences of how people celebrate Candlemas.
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
R1.3.1.	Reflecting on what the Good News might mean for them.
R1.3.2.	Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities. (RVE)
R1.3.3.	Reflecting on how Jesus cares for other people and what they can learn from his actions.






## Desert to Garden:

Expected outcomes	
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
	Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)
	Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.
	Correctly sequence the events of the last week of Jesus' life.
	Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.
	Recognise that the Church teaches that Jesus suffered, died, and rose again.
	Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.
	<b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	Asking 'I wonder' questions about the story of the last week of Jesus' life.
	Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. (RVE)
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
	Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
	Considering what they might give up and choose to do to help others. (RVE)
	Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection.

## To the Ends of the Earth:




Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
U1.5.1.	Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).
U1.5.2.	Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).
U1.5.3.	Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)
U1.5.4.	Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. (RVE)
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:	
D1.5.1.	Imagining how the apostles felt during the events following the Resurrection.
D1.5.2.	Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).
D1.5.3.	Looking at and discussing ways the Holy Spirit is described in art or music. (RVE)
D1.5.4.	Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures. (RVE)
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.5.1.	Thinking about why prayer is an important part of life for many people. (RVE)
R1.5.2.	Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.
R1.5.3.	Considering how Christians announce the Gospel to others through their words and actions.

## Dialogue & Encounter:




Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
U1.6.1.	Know that Christian means follower of Jesus Christ.
U1.6.2.	Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
U1.6.3.	Recognise simple connections between Jesus' life and message and how Christians live today. (RVE)
U1.6.4.	Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
U1.6.5.	Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE)
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D1.6.1	Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE)
D1.6.2.	Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).
D1.6.3.	Asking questions about the stories and experiences of Jewish people. (RVE)
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.6.1.	Considering how Christians in their local parish community could work together to help people. (RVE)

# Year 2 Learning Objectives




## Creation & Covenant

Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
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 (Gen 9:8-17).
U2.1.2.	Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.
U2.1.3.	Understand the term 'stewardship' and what it means for caring for God's world.
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.
U2.1.5.	Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
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.
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.
D2.1.3.	Exploring the meaning of symbols used in an infant's baptism in the Catholic Church.
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R2.1.1.	Considering what they could do to care for God's world in their own lives and in the life of their local community. (RVE)
R2.1.1.	Reflecting on the gift of Creation (awe and wonder). (RVE)
R2.1.2.	Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.




## Prophecy & Promise:

Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
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.
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.
U2.2.3.	Identify Zechariah's special message about John's future (Lk 1:76).
U2.2.4.	Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.
U2.2.5.	Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
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)
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through:	
D2.2.1.	Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.
D2.2.2.	Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.
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)
D2.2.4.	Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE)
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R2.2.1.	Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent <sup>147</sup> or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE)
R2.2.2.	Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).




## Galilee to Jerusalem:

Expected outcomes	
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
	Retell, in any form, the story of John the Baptist and the baptism of Jesus.
	Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.
	Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.
	Begin to recognise that the miracles of Jesus are signs that he is the Son of God.
	Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.
	<b>Discern</b> By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
	Looking at artistic representations of Jesus' baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.
	Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.
	Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
	Reflecting on what it feels like to say sorry and to be forgiven. (RVE)
	Talking about ways they and others show that they are sorry. (RVE)

## Desert to Garden:




Learning outcomes	
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
	Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.
	Recognise that Lent is a time for reconciliation and forgiveness.
	Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.
	Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.
	<b>Discern</b> By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
	Looking at works of art to recall the story of Holy Week studied in the previous year.
	Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.
	Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.
	Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
	Thinking about what forgiveness means to them. (RVE)
	Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (RVE)
	Reflecting on how Jesus teaches people to forgive.

## To the Ends of the Earth:

Expected outcomes	
	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p>
	Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.
	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.
	Retell the story of the Conversion of Saul (Acts 9:1-19).
	Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22).
	Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.
	Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.
	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p>
	Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.
	Saying what they wonder about the fruits of the Holy Spirit.
	Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity'). (RVE)
	Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world. (RVE)
	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p>
	Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.
	Considering why many people pray and share stories of prayer from different religious communities as appropriate. (RVE)
	Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.



## Dialogue & Encounter:

Expected outcomes	
 <b>Understand</b> By the end of this unit of study, pupils will be able to:	
U2.6.1.	Say what the story of the Good Samaritan teaches about how Christians should live. (RVE)
U2.6.2.	Describe an initiative Christians work on together locally and globally in the service of others. (RVE)
U2.6.3.	Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).
U2.6.4.	Talk about respecting the beliefs of people from different communities in their local area. (RVE)
 <b>Discern</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
D2.6.1.	Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' (RVE)
D2.6.2.	Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen.
D2.6.3.	Listening to the stories and experiences of others from different communities in the class and the wider community. (RVE)
 <b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:	
R2.6.1.	Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. (RVE)
R2.6.2.	Reflecting on how communities could be transformed if people acted as good neighbours. (RVE)