



St. Joseph's Catholic School RE Skills and Scripture Progression Map 2024/2025

		Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
		Creation and Covenant	Prophecy and Promise	Gallilee to Jerusalem	Desert to the Garden	To the Ends of the Earth	Dialogue and Encounter
EYFS	Skills	<ul style="list-style-type: none"> • Listen to and talk about religious stories and respond to what they hear with relevant comments. • Sing songs, make music and dance to express religious stories. • Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. • Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. • Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. • Read and understand simple sentences from scripture or from their own religious stories • Share religious stories they have heard and read with others. • Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. • Write simple sentences about religious stories using phrases or words which can be read by themselves and others. • Listen, talk about and role play how people act in a particular way because of their beliefs. • Listen and talk about key figures in the history of the People of God. • Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. • Listen, talk about and role play how people behave in the local, national and universal church community. • Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. 					
	Scripture	Genesis 1:31	Lk 1:26-31, 38 Lk 2:4-7 Lk 2:8-20	Matt 2:1-12 Mk 10:v16 Mk 10:13-16 Jn 6:1-14	Lk 10:25-28	Acts 2:42-47	
Year 1 The overarching theme of this year is revelation, how do people know about God?	Skills	Understand Retell , in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. • Correctly use religious words and phrases to recognise features of religious life and practice. • Recognise links and simple connections between sources, beliefs, worship and life		Discern Play with possibilities , asking ‘what if?’ questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. • Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. • Express a point of view with a relevant reason. • Express a		Respond Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in	



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				preference with a relevant reason • Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others		the communities to which they belong, as a consequence of their learning.	
	Knowledge	The revelation of Creation is the first step towards the covenant God forges with his people. In an age-appropriate way, pupils will consider how the world exists and how all that is came to be.	The focus of this branch is for pupils to develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son (CCC 65-66).	The focus of this branch is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God	For pupils, the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus’ life, his death, and resurrection. T	In this branch, pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost.	or dialogue in a Catholic school is understanding some things about the Catholic Church. For younger pupils, this begins with concrete experiences, meeting Christians from the local parish, including the parish priest where possible, and understanding what being a Christian means to them and how they live their lives.
	Scripture	Genesis 1:1-4, 24-26	The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) The Visitation (Lk 1:39-45) The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20)	The Presentation (Lk 2:22-38) Finding in the temple and the hidden life (Lk 2:41-52) Jesus announces his mission (Lk 4:16-22) The call of the disciples (Lk 5:1-11) Little children	Jesus enters Jerusalem (Lk 19:28-38) Jesus teaches in the temple (Lk 19:47-48) The widow’s mite (Lk 21:1-6) The last supper (Lk 22:7-23) The Crucifixion and death of Jesus (Lk	The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4)	



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				(Lk 18:15-17) Zacchaeus (Lk 19:1-	23:33-46) The angel's message (Lk 24:1-8) For Lent: Jesus is tempted in the desert for 40 days (Lk 4:1-13)		
Year 2 The overarching theme of this year is baptism.	Skills						
		In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow.	Learning about the infancy of Jesus in year two of the model curriculum builds upon prior knowledge. It allows teachers and pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist. St Luke's gospel begins in the temple in Jerusalem with Zechariah, who finds it difficult to accept the Angel Gabriel's message and cannot speak consequently. In contrast, Mary says 'Yes' to God's message and is filled with the Holy Spirit's power.	In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are a literary form where a comparison is made to tell a more profound truth.	In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection	As pupils revisit the accounts of Ascension and Pentecost, the focus of learning is on how people are changed by the Holy Spirit. Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives	In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?'.
		Understand Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. • Correctly use religious words and phrases to recognise features of religious life and		Discern Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are		Respond Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and	

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		<p>practice. • Recognise links and simple connections between sources, beliefs, worship and life</p>		<p>feeling. • Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. • Express a point of view with a relevant reason. • Express a preference with a relevant reason • Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others</p>		<p>listen to others. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.</p>	
	Scripture	Gen 9:7-17	<p>The Annunciation of John the Baptist (Lk 1:5-20) The Annunciation of Jesus (Lk 1:26-38) The Visitation (Lk 1:39-50, 53) The birth of John the Baptist (Lk 1:57-58) Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) The Birth of Jesus (Lk 2:1-8) Including, for the season of Advent: Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)</p>	<p>The preaching of John the Baptist (Lk 3:2-6, 10-17) Jesus is baptised (Lk 3:21-22) The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) Cure of a paralytic (Lk 5:17-26) The choice of the twelve (Lk 6:12-16) The calming of the storm (Lk 8:22-25) Parable of the lost sheep (Lk 15:4-7) For the Feast of the Epiphany: Matt 2:1-12: The visit of the Mag</p>	<p>Jesus enters Jerusalem (Lk 19:28-38) The last supper (Lk 22:7-23, 28-34) The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) Peter at the tomb (Lk 24:9-12)</p>	<p>Jesus appears to the apostles and the Ascension (Lk 24:36-53) Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) Conversion of Saul (Acts 9:1-19) Fruits of the Holy Spirit (Gal 5:22-23)</p>	<p>The parable of the Good Samaritan (Lk 10:25-37)</p>
Year 3	Skills	<p>Understand</p> <p>• Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand</p>		<p>Discern</p> <p>• Play with possibilities, asking 'what if?' questions, suggesting answers and</p>		<p>Respond</p> <p>• Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their</p>	

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		the original author's intention, drawing out the moral sense of scripture for today. • Correctly use developing specialist vocabulary to describe a range of religious beliefs , symbols, and actions, correctly identifying their meanings. • Make links between sources, beliefs, worship, and life, giving reasons for the links.		imagining consequences and implications for themselves and others. • Suggest meanings considering the maker's intention , in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) • Express a point of view with reasons that relate to sources/experiences. • Express a judgement with relevant reasons, having considered different preferences. • Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose.		experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning .	
	Scripture	Genesis 1:1-2:4. Extracts from either Psalm 8 or 19 in praise of Creation	Messiah would be born of a virgin and would be called Immanuel (Is 7:14) The Annunciation to Joseph (Matt 1:18-25) Revisit Lk 1:26-38.	Miracles, either: Cure of the centurion's servant (Matt 8:5-13) or Cure of a paralytic (Matt 9:1-8) Parables, either: Parable of the Sower (Matt 13:4-9) Parable of the Sower explained (Matt 13:10-17) or Parable of the yeast (Matt 13:33) or Parable of the treasure and of the pearl (Matt 13:44-46) For Epiphany: The visit of the Magi (Matt 2:1-12)	The miracle of the loaves (Matt 14:13-21). The last supper (The institution of the Eucharist) (Matt 26:26-29). 1 Cor 11:23-25	Road to Emmaus (Lk 24:13-35) The mission to the world (Matt 28:16-20) The group of apostles (Mary) (Acts 1:12-14) Early Church (Acts 2:42-47) Paul's Letter to the Corinthians (1 Cor 11:23-27)	Exodus 12:1-8,15-20, 13:3 Lk 22:14-23
	Skills						
Year 4		Understand		Discern		Respond	

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		<ul style="list-style-type: none">• Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today.• Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings.• Make links between sources, beliefs, worship, and life, giving reasons for the links.	<ul style="list-style-type: none">• Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others.• Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...)• Express a point of view with reasons that relate to sources/experiences.• Express a judgement with relevant reasons, having considered different preferences.• Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose.			<ul style="list-style-type: none">• Reflect on the meaning of what they have learned for their own lives.Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live.• Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.• Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.	
Scripture	The story of Abraham, focusing on the following key texts: The call of Abram (Gen 12:1-5) The Abrahamic covenant (Gen 15:1-6) Abraham and Sarah (Gen 18:1-15) Abraham and Isaac (Gen 22:1-18)	The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17)	Peter's mother-in-law and casting out devils (Matt 8:14-17) Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) The Baptist's question (Matt 11:1-15) Jesus walks on the water and, with him, Peter (Matt 14:22-33) Peter's profession of faith (Matt 16:13-26)	The lost son (the prodigal) and the dutiful son (Lk 15:11-32) The Judgement of the Nations (sheep and goats) (Matt 25:31-46) The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) The betrayal	The empty tomb (Jn 20:1-10) The appearance on the shore of Tiberius (Jn 21:1-19)	The road to Damascus (Acts 9:3-9, 17-19) The first letter to the Corinthians (1 Cor 13:1-7, 13) Teachers should choose additional texts about the mission of St Paul, for example,: Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) Galatians 1:11-24 2 Cor 11:22-23 Galatians 3:27-28	



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					and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)		
Year 5	Skills	-					
		Understand <ul style="list-style-type: none"> • Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. • Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. • Show understanding of sources, beliefs, worship, and life, by making relevant links between them. 		Discern <p>Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses.</p> <ul style="list-style-type: none"> • Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) • Appreciate differing points of view are not all equally valid. • Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. • Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features. 	Respond <p>Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life.</p> <ul style="list-style-type: none"> • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning. 		
	Scripture	The Burning Bush (Ex 3:1-15) The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) Jesus' summary of the law (Matt 22:36-40)	1 Samuel 16:1-13: anointing of David (a great king) 1 Samuel 17:1-11,	The Beatitudes from the Sermon on the Mount (Matt 5:1-12) Jesus	A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm	Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk	



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			32-54: David and Goliath 2 Samuel 5:1-5: David becomes king 2 Samuel 7: 8-15 God's covenant with David 1 Kings 2:1-4, 10-12: David's death Psalm 21:1-7, Psalm 23	summarises the law (Matt 22:36-40, Lk 10:27) A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) The Transfiguration (Matt 17:1-13) Our Father prayer (Matt 6:7-13)	50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 Temptation in the Wilderness (Matt 4:1-11) The Resurrection of the Dead (1 Corinthians 15:1-8, 20-25, 54-57)	4:16, Mt 3:13-17) Pentecost (Acts 2:1-8, 14-18) The gifts of the Spirit Paul (1 Cor 12:4-11) Baptism in the Spirit (Acts 8:14-16)	
Year 6	Skills						
		Understand	<p>• Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. • Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. • Show understanding of sources, beliefs, worship, and life, by making relevant links between them.</p>				
		Discern	<p>Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. • Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) • Appreciate differing points of view are not all equally valid. • Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. • Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features.</p>				
		Respond	<p>Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.</p>				



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	Scripture	<p>The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19) Jn 1:1-5, 16-18</p>	<p>Old Testament passages that show the importance of women in salvation history, e.g.: Genesis 18:1-15; 21:1-7: Sarah Exodus 1:8-22; 2:1-10: Miriam Judges 4:4-11; 5:7-15: Deborah 1 Samuel 1:5, 9-11, 26-28: Hannah Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther Lk 1: 26-56: Mary as the fulfilment of Old Testament promises</p>	<p>The Wedding at Cana (Jn 2:1-12) Healing the official's son (Jn 4:46-54) Healing the man at Bethesda (Jn 5:1-47) Feeding the 5000 (Jn 6:1-4) Walking on water (Jn 6:15-21) Healing the Blind Man (Jn 9:1-41) Raising of Lazarus (Jn 11:1-57) 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25)</p>	<p>The anointing at Bethany (Jn 12:1-11) Jesus washes his disciples' feet (Jn 13:1-17) First farewell discourse (Jn 13:33-38) The arrest of Jesus (Jn 18:1-11) Jesus before Pilate (Jn 18:28-40, 19:4-6) The Crucifixion (Jn 19:17-22) Jesus and his mother (Jn 19:25-27) The death of Jesus (Jn 19:28-37)</p>	<p>The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) Appearances to the disciples Jn 20:19-31 Conclusion (Jn 20: 30-31) Christians believe in the Resurrection (1 Cor 15:14) Jesus as the last Adam (1 Cor 15:45-49) The story of Stephen (Acts 6:8-15, 7:51-60)</p>	
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