



National Curriculum Objectives	RE
EYFS:	RECEPTION
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity').</p> <p>Text - Knowing the relevant parts of the bible.</p> <p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p> <p>Key concept - God The word God is a name.</p> <p>He is important to Christians. They respect his name.</p> <p>Key concept - Creation Christians believe God is the creator of the universe.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world so we should look after it.</p> <p>Key Concept - Incarnation Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Continuous provision: Access to bibles, prayer table with items to reflect on and examples of well known prayers. Wooden key concept symbols. (Note: All Foundation stage statements can be 'Is beginning to understand...' or 'With help or prompts they can...')</p> <p>Foundational questions. These have simple links to: Connections with a child's life as they start school; Text - relevant stories from the bible such as the story of The ten lepers with only one coming back to say "Thank you"; Impact - links between our school and St James Church.</p> <p>Why are we called St James School? What is special about our uniform? What do I do if I feel worried or sad? When can we say thank you? Who is in my family? Why do we go to Collective Worship? What is special about a name?</p> <hr/> <p>Who is Jesus? What makes him special?</p> <p>To understand what a superhero is. (connections) To introduce the Key concept word 'Saviour' meaning rescuer or helper. (Text) To introduce the key concept word of 'Incarnation' as 'God in a human body'. (Text) To know that Jesus was a story teller and to enjoy the story of the Prodigal Son and remember a part of it. (Text) To know that Christians believe that Jesus did miracles and healed people. (Text and Impact) To understand that Christians believe that Jesus is God's Son. (Impact) To enjoy the 'Christmas story', the story of Jesus' birth and to recall part of it.(Text) To talk about how I celebrate birthdays and other celebrations. (Connections) To know some ways that Christians celebrate Christmas. (Impact) To reflect simply and give a response to the question 'Who is Jesus?'</p> <hr/> <p>What is the Bible story about creation? How can we care for our wonderful world?</p> <p>To understand what 'being a creator' means. (connections) To have a go at creating. (connections) To enjoy the creation bible story and remember part of it. (text) To notice pattern and designs in nature. (connections) To know that Christians praise God for his amazing creation and design. (impact) To know the Bible Story - Pearl of greatest price. (text) To know that I am special (connections) To know that Christians believe that God created people to be friends with him. (impact) To know that God's name is special. (impact)</p>



Religious Education - Progression of Knowledge and Skills

<p>Key Concept - Salvation</p> <p>Christians remember Jesus' last week at Easter (before he died and rose again).</p> <p>Jesus name means He saves. and Saviour means rescuer. Christians believe Jesus came to show God's love.</p> <p>Christians to show love to others.</p> <p>Alongside this: All children's experiences and cultures are valued and opportunity is given for children to share what is important to them.</p>	<p>What does a cross remind Christians of?</p> <p>To suggest some meanings for a cross symbol (eg love, treasure) (Connections)</p> <p>To know about another Christian celebration - Shrove Tuesday (pancakes). (Impact)</p> <p>To know that there is a time in the Christian calendar called Lent. (Impact)</p> <p>To tell ways that I can help others. (connections)</p> <p>To realise that a Christian cross symbol is important to Christians by noticing how many there are in St James Church. (Impact)</p> <p>To listen to the Easter story and recall part of it. (Text)</p> <p>To tell simply where the cross fits into the Easter story. (Text)</p> <p>To know the key concept word - Saviour.</p> <p>To give a simple answer to the question 'What does a cross remind Christians of?'</p> <hr/> <p>How can I help others?</p> <p>To notice how the creatures help each other in the story of the snail and the whale. (Connections)</p> <p>To know the key concept word - Saviour as the rescuer or the Helper. (impact)</p> <p>To know that Jesus (God's Son) helped people by the things he did. (Text)</p> <p>To learn from a story that Jesus told. (Text)</p> <p>To understand that Christians help people by praying (talking to God) for them. (Impact)</p> <p>To discuss ways that I can help others and they can help me: individually or together, at home, at school and even our planet. (Connections).</p> <p>Why do Christians think that God is special?</p> <p>To revise and deepen understanding of key concepts - God, Creation Saviour, incarnation.</p> <p>To understand what a VIP is. (Connections)</p> <p>To know that for Christians God's name is holy and special (Text and impact)</p> <p>To find out some things that Christians do because they know that God is important.</p> <p>To have an answer to the question 'Why do Christians think that God is special?' (Impact)</p> <p>To know who and what is special to you. (Connections)</p>
<p>EYFS 2021</p> <p>ELG – People, Culture and Communities</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p>To know their immediate environment and people in society familiar to them.</p> <p>To join in with family customs and routines.</p> <p>To know significant events in their own experiences and in the lives of others.</p> <p>To know special times or events for family and friends.</p> <p>To understand the different occupations and ways of life indoors and outdoors.</p> <p>To know some of the things that make them unique.</p> <p>To identify similarities and differences in relation to friends and family.</p> <p>To know past and present events in their own life and in the lives of family members.</p> <p>To know similarities and differences between things in the past and now.</p> <p>To know similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>To know the past through settings, characters and events.</p>



Religious Education - Progression of Knowledge and Skills



<p>their experiences and what has been in read in class. To know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG – Past and Present To talk about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To know the past through settings, characters and events encountered in books read in class and storytelling.</p>		
<p>KEY STAGE 1:</p>	<p>YEAR 1</p>	<p>YEAR 2</p>
<p>(Taken from the building blocks of core knowledge from the spiral curriculum ‘Understanding Christianity’).</p> <p>Text - Knowing the relevant parts of the bible. Impact - knowing some ways how it affects Christians. Connections - Recognising how this knowledge relates to my life.</p> <p>Key concept - God Christians believe in God and they find out about him in the Bible. Christians believe God is loving, kind, fair and also Lord and King. There are stories that show this.</p>	<p>Continuous provision: Access to bibles, prayer table with items to reflect on and examples of well known prayers. Wooden key concept symbols. Skills of questioning, reflecting, making links, empathy.</p> <p>Why is the Bible the most popular book ever? To talk about a favourite book and why. (connections) To understand how to treat all books with respect. (connections) To retell the story of Mary Jones and to know that the bible is important to Christians. (Impact) To know that the Bible has the big picture overview in it. (Text) To be able to retell an Old Testament story (David and Goliath, Daniel in the Lion’s den and part of the life of Moses). (Text) To know that God speaks to Christians, about their life journey, through the bible (a bit like a road map). (Impact) To give a suggestion as to why the Bible is the most popular book in the world.</p> <p>To explore, enjoy and retell stories from other faiths.</p>	<p>Continuous provision: Access to bibles, prayer table with items to reflect on and examples of well-known prayers. Wooden key concept symbols. Skills of questioning, reflecting, making links, empathy.</p> <p>Why do Christians praise and worship God? To know who praises me and why, who I praise and what praise is. (connections) To understand what praise is for a Christian. (Impact) To know that the Psalms are like poems and songs and many are praise to God (Text) To reflect on the creation as something that we can thank God for. (text, connections) To be able to retell the story of Shadrach, Meshach and Abednego.(Text) To explore what worship means and who I might worship or look up to. To know that it is a personal choice. (connections)</p>



Religious Education - Progression of Knowledge and Skills

<p>Christians worship God and try to live in ways that please him.</p> <p>Key concept - Creation God created the universe.</p> <p>The earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their creator and sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> <p>Key Concept - Incarnation Christian believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth was extraordinary (e.g he is worshipped as a king, in Matthew) and that he came to bring good news (e.g to the poor, in Luke).</p> <p>Christians celebrate Jesus birth, and Advent is a time for getting ready for Jesus' coming.</p> <p>Key concept - gospel Christians believe that Jesus brings good news includes being loved by God and being forgiven for bad things.</p>	<p>Sikh story – The Guru and his cloak. Jewish Story – Hanukkah Hindu story – Rama and Sita Muslim Story - The tiny ants</p> <p>What is the real story behind the Christian celebration of Christmas?</p> <ul style="list-style-type: none"> ● To enjoy the Christmas story including the angel visiting Mary, the journey to Bethlehem, the shepherds and the wisemen's visits. (Text) ● To retell a part of the story. (Text) ● To make simple links between the story and the celebration of Christmas for Christians. (impact) ● Talk about what they do to celebrate Christmas (or another celebration that is relevant to the child) and listen to others. (connections) 	<p>To have simple understanding of some names and aspects of the character of God. (Text) To understand how this impacts on a Christian. (Impact) To explain some reasons why you think that Christians praise and worship God.</p> <p>Where does Christmas fit into the big picture? Use symbols to simply tell the 'big picture' story of Christianity. (Text) To explore where the Christmas story fits into the 'big picture'. (Text) To give at least one reason why I think Christmas is important. (Connections) To discuss a religious painting of the angel visiting Mary and make some links with the events and feelings of that part of the story. (Impact and connections) To revise the key concept of incarnation (God coming to dwell in a human body). To talk about what is important to me at Christmas and to respectfully listen to the celebrations of others at this time of year. (connections)</p>
	<p>What could Christians learn from the stories Jesus told? What can I learn from them?</p> <ul style="list-style-type: none"> ● To know that some stories can have meanings. (connections) ● To retell stories that Jesus told: ● <ul style="list-style-type: none"> The lost sheep The lost coin The lost son The good Samaritan (Text) ● To know simple meanings for the stories for Christians. (Impact) ● To give simple suggestions of what I can learn from the stories. (connections) ● To write my own simple story with a meaning. (connections) 	<p>Why do Christians trust and follow Jesus?</p> <ul style="list-style-type: none"> ● To understand what trust is. (Connections) ● To know who they can trust and why. (Connections) ● To understand what following someone because you look up to them means. (connections) ● To retell stories from the New Testament about events in Jesus life including: <ul style="list-style-type: none"> Jesus stopping the storm The paralysed man whose friends took him to Jesus Zacchaeus Jesus welcomes children Jesus heals a man with leprosy (Text) ● To give some reasons why Christians might trust and follow Jesus. (Impact) ● To know some things that Christians do because they trust Jesus. (Impact)



Religious Education - Progression of Knowledge and Skills

<p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.</p> <p>Key Concept - Salvation Easter is very important in the big story of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and Humans.</p> <p>Christians believe Jesus rose from the dead giving hope of a new life.</p>	<p>To explore, enjoy and retell stories from other faiths. Part 2 Including: Muslim Stories - The baby birds, Seven new kittens. African Cultural Story - Why Anansi Has Eight Thin Legs</p> <p>What emotions are there in the Easter story? To understand that feelings, actions and facial expressions are linked. (Connections) To retell part of the Easter story. (Text) To notice for each part of the story, the emotions in it and to empathise with characters in the story. (Text) To explore the emotions in the story practically (Connections) To reflect on why it is important to Christians that Jesus rose again. (Impact) To share (after Easter) our own experiences of Easter and/or the holiday and listen to others. Link our experiences to emotions. (Connections)</p>	<p>Which Easter Symbol is the most important and why? To tell parts of the Easter story through symbols. (Text) To identify the key parts of the events at Easter by identifying key symbols. (Text) To know that the cross is a key Christian symbol found in churches and that it is at the heart of the Easter story. (Impact) To know that the cross links to the Christian concept of salvation and that Christians believe it was God’s rescue mission offering forgiveness and friendship with God to all. (Impact) To give reasons for own choices of symbols and to value other people’s choices. (connections) To link learning about Easter to their own and others’ holiday celebrations and to value everyone’s contributions. (connections)</p>
	<p>What is special about the church? To share experiences of birthdays. (connections) To explore practically the story of Pentecost in the bible. (Text) To talk about what I find interesting or puzzling in this story. (connections) To know that Pentecost is known as the birthday of the Church. (Impact) To practically make things spread and get bigger and bigger to understand that the good news of Jesus spread fast after Pentecost. (connections and text) To understand why Christians meet together in church buildings. (impact) To give a response to the question ‘What is special about the church?’</p>	<p>Exploring another world faith. Can you find some similarities and differences between Christianity and Judaism? To explore, notice details and ask questions about a range of Jewish items linked to Judaism. (connections) To be able to retell a Jewish story from the Torah. (Text) To notice that the same story is in the Christian bible. To understand what is special about the Torah to Jews. To make simple comparisons with the Bible. (Impact) To discuss, notice and create the Jewish symbol of the Star of David and discuss its origins relating to King David..(impact) Make simple comparisons to the Christian cross symbol. To make simple observations and comparisons about the life of Jewish children in Britain. (impact and connections) To explore a key Jewish festival - Hannakah. (Impact)</p>
<p>Alongside this the children start to learn about other faiths: To engage with, enjoy and learn from stories from other faiths. (Year 1) A first look at Judaism. (Year 2) Simple comparisons with Christianity.</p>	<p>What is prayer? To understand where, when and why we talk to people and who we speak to. (connections) To explore where, when, how and why Christians talk to God. (Impact) To understand that prayer is talking and listening to God. (impact)</p>	<p>How does being a Christian have an effect on the way that a person lives his or her life? To begin to understand the key concept of ‘gospel’ - Jesus bringing good news and the key concept of ‘Kingdom of God’ - Jesus asking his followers to spread the good news and extend his kingdom. To notice the dramatic change that takes place when a caterpillar turns into a butterfly. (connections)</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



Religious Education - Progression of Knowledge and Skills

	<p>To explore the Lord’s Prayer practically to have simple understanding of it. To know that it was a special prayer that Jesus taught his disciples. (Text)</p> <p>To act out short stories that Jesus told that link to prayer. (Text)</p> <p>To enjoy and discuss the story of ‘Not now Bernard’. (Connections)</p>	<p>To explore the story of Saul changing to Paul. (Text)</p> <p>To understand that beliefs affect your choices and decisions. Christians believe that God has given people the job of caring for the world. How can we all do that? (impact and connections)</p> <p>To notice the difference that being a Christian made to the way that some Christians (Mother Teresa, William Wilberforce, Lord Shaftesbury) from history lived their lives and the influence that it had on the society around them. (Impact)</p> <p>To explore the impact of some Christian organisations eg Mission Aviation Fellowship, Tear Fund, Iris Global (or similar. (Impact)</p> <p>To reflect on the choices that I make and how I use my time. (connections)</p>
<p>National Curriculum Objectives</p>	<p>RE</p>	
<p>LOWER KEY STAGE 2:</p>	<p>YEAR 3</p>	<p>YEAR 4</p>
<p>See Knowledge building blocks Understanding Christianity unit for Knowledge. TEXT</p> <p>To order at least five key concepts within the Bible’s big story.</p> <p>To list two distinguishing features of at least three different types of biblical text, for example, Gospel, parable , letter.</p> <p>To make clear links between biblical texts and the key concepts studied.</p> <p>To offer suggestions about what texts mean and give some examples of what the texts studied mean to some Christians.</p>	<p>To make clear links between the story of Noah and the idea of covenant</p> <p>To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>To make links between the story of Noah and how we live in the wider world.</p> <p>To describe things that are important to Sikhs and show how these impact their lives and actions.</p> <p>To know what Sikhs believe about God.</p> <p>To make links between Sikh stories and the actions of Sikhs today.</p> <p>To explain what the 5 K’s are and why they are important to Khalsa Sikh’</p> <p>To know about different texts in the Bible in relation to the family tree of Jesus.</p> <p>To give examples of how Christians prepare for Christmas during the season of Advent.</p>	<p>To know where the concepts of God and Creation fit on a timeline of the Bible’s ‘Big Story’? (T)</p> <p>To can make links between Genesis 1 and what Christians believe about God and Creation? (T)</p> <p>To investigate what Christians, do because they believe God is Creator? (I)</p> <p>To explore questions and possible answers about what might be important in the creation story for Christians living today, and for people who are not Christians? (C)</p> <p>To identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. (T)</p> <p>To offer suggestions for what texts about God might mean. (T)</p> <p>To give examples of what the texts studied mean to some Christians. (T)</p> <p>To describe how Christians show their beliefs about God the Trinity in the way they live. (I)</p> <p>To make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of my own clearly</p>



Religious Education - Progression of Knowledge and Skills

<p>To know what is important for Sikh people. (Year 3) To know how Sikh’s worship and what is important in their worship. (Year 3) To know how Hindu’s worship in Britain today (Year 4)</p> <p>IMPACT To make simple links between Bible texts and concepts studied and how Christians live their whole lives and in their church communities.</p> <p>To describe how Christians show their beliefs in worship and the way they live.</p> <p>To know how Christians prepare for Christmas. (Year 3)</p> <p>To know what a journey means to us. (Year 4)</p> <p>CONNECTIONS To raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</p>	<p>To identify the difference between a gospel and a letter. To offer suggestions about what texts about baptism and the trinity might mean. To give examples of what these texts mean to Christians today. To describe how Christians show their beliefs about God the trinity in worship and in the way they live. To express and make links between the idea of God in Christianity and what they think God is like.</p> <p>To order creation and Fall incarnation , Gospel and salvation within the Bible’s Big story. To describe how Christians mark the Easter events in their church communities and describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. To offer suggestions for what the texts about the entry into Jerusalem and the death and the resurrection of Jesus might mean and what it means to Christians.</p>	<p>To identify the Gospel’, which tells the story of the life and teaching of Jesus. (T)</p> <p>To can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. (T)</p> <p>To offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. (T)</p> <p>To make simple links between Bible texts and the concept of ‘Gospel’ (good news). (I)</p> <p>To give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. (I)</p> <p>To make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. (C)</p> <p>To offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. (T)</p> <p>To give examples of what the texts studied mean to some Christians. (T) I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. (T)</p> <p>To describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. (I)</p> <p>To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how I think and live. (C)</p>
<p>To make links between some of the stories and teachings in the Bible and the life in the world today expressing some ideas of their own clearly.</p>	<p>To make clear links between the story of the day of Pentecost and the Christian belief about the kingdom of God. To make suggestions about what the description of Pentecost might mean and what it means to Christians now. To make links between the description of the day of Pentecost , the holy Spirit and the Kingdom of God and how Christians live their whole lives in their church communities.</p>	<p>To describe puja and how it shows Hindu faith. To make connections with some Hindu beliefs and teachings about aims and duties in life . To describe some ways in which Hindus express their faith through puja, aarti and bhajans . To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes .discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

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Religious Education - Progression of Knowledge and Skills



	<p>To describe Sikh worship and suggest the significance of each part of it. To make clear links between the teachings of the Guru Granth Sahib and Seva. To describe some of the same / different things Sikhs' do which show equality in the Langar. To explain what happens at Vaisakhi and why Sikhs' celebrate it</p>	<p>To describe how the life of Gandhi shows Hindu beliefs in action To identify why some people see life as a journey and identify some key features of this journey. To know what happens in Christian, Hindu, Jewish and humanist commitment ceremonies and know what these mean. To suggest reasons for marking important milestones in people's lives.</p>
	<p>YEAR 5</p>	<p>YEAR 6</p>
<p>See knowledge building blocks – Understanding Christianity units. TEXT To outline the timeline of the ‘big story’ of the bible explaining the place within it of the core concepts studied. To identify at least five different types of biblical text using technical terms accurately. To explain connections between biblical texts and the key concepts studied using theological terms. To taking account of the contexts suggest meanings for biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. IMPACT To Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole</p>	<p>TO suggest what we know about some different types of biblical texts? (T) To make connections between biblical texts and Christian ideas of God. (T) To know what the connections are between the Bible texts we have studied and what Christians believe about God? (I) To explore how Christians put their beliefs into practice in worship. (I) To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.(C) To explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. (T) To identify gospel and prophecy texts, using technical terms. (T) To explain connections between biblical texts, Incarnation and Messiah, using theological terms. (T) To Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. (I) To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. (I)</p>	<p>To suggest the importance of Creation on the timeline of the ‘big story’ of the Bible. (T) To explore what type of text with what purpose do some Christians say Genesis 1 is. (T) Looking at Genesis 1: To investigate what the context is. can make suggestions what Genesis 1 might mean. To compare my ideas with ways in which different Christians interpret it. (T) To know what the connections between Genesis 1 and Christian belief about God as Creator? (I) To explore ways of expressing my understanding of why many Christians find science and faith go together? (I) To investigate the key ideas arising from my study of Genesis 1 and how would I comment on how far these are helpful or inspiring, justifying my responses? (C) To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account? (C) can identify features of Gospel texts (for example, teachings, parable, narrative). (T) To take into account of the context, suggest meanings of Gospel texts studied, and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. (T)</p>



Religious Education - Progression of Knowledge and Skills



<p>lives, their church communities and the wider world.</p> <p>To show how Christians put their beliefs into practice in different ways, for example in different denominations.</p> <p>To know what it is like to be a Jew in Britain today (Year 5) CONNECTIONS To identify ideas arising from their study of texts and concepts and comment on how far these are helpful or inspiring , justifying their responses.</p> <p>To weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today developing insights of their own</p>		<p>To make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. (I)</p> <p>To relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own. (C)</p> <p>Additional Christmas lessons To explain the place of Incarnation within the ‘big story’ of the Bible. (T)</p> <p>To identify connections with texts from the Old Testament. (T)</p> <p>To show how Christians might put their beliefs about Jesus’ incarnation into practice at Christmas and throughout the year. (I)</p> <p>To weigh up how Biblical ideas about loving one’s neighbour as oneself are inspiring in the world today and in my own thinking. (C)</p>
	<p>To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. (T)</p> <p>To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. (T)</p> <p>To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (I)</p> <p>To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. (C)</p>	
	<p>To outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. (T)</p> <p>To explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. (T)</p>	<p>To explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms. (T)</p>

Autumn Term skills

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Religious Education - Progression of Knowledge and Skills

	<p>To suggest meanings for narratives of Jesus’ death/ resurrection, comparing my ideas with ways in which Christians interpret these texts. (T)</p> <p>To make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. (I)</p> <p>To show how Christians put their beliefs into practice. (I)</p> <p>To weigh up the value and impact of ideas of sacrifice in my own life and the world today. (C)</p>	<p>To suggest meanings for the selected texts, and compare my ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals, taking account of the context(s). (T)</p> <p>To make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities. (I)</p> <p>To show how Christian belief in resurrection and life after death make a difference in their lives. (I)</p> <p>To understand different reasons why mosques and Christian sacred buildings are sacred.</p> <p>To consider, discuss and weigh up different views about why religious art is important.</p> <p>To suggest reasons, quoting religious sources, why Muslims consider charity and generosity important.</p> <p>To notice, list and explain similarities and differences between Christian and Muslim sacred buildings and other sacred buildings</p> <p>To describe and make connections between examples of religious creativity in Muslim buildings and why mosques matter to the Muslim community ideas about worship and belief for themselves in a creative activity, using Christian scripture.</p> <p>To apply ideas about generosity from scriptures, Muslim and Christian, to the title question.</p> <p>To suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p>
	<p>To make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p>To give examples of Jewish festivals and describe how they impact Jewish people today.</p> <ul style="list-style-type: none"> •To explain the meaning and significance of Jewish rituals and practices. •To comment thoughtfully on how the role of women varies within Judaism. 	<p>To explain the connections between biblical text and the Kingdom Of God.</p> <p>To consider different possible texts studied showing awareness of different interpretations.</p> <p>To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and service to the community.</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.