

**Tenbury Primary Academy RE Progression in Learning Map**

Topic	Year group	Key question from Agreed Syllabus	Content- expected learning	Vocabulary
Christians	Rec	<b>F1</b> <b>Why is the word 'God' special to Christians?</b>	<p><i>What does the word 'God' mean?</i>  <i>What is amazing about the world?</i>  <i>What do Christians and other people (including non-religious) think about the world and how we should treat it?</i></p> <ul style="list-style-type: none"> <li>• Pupils share thoughts and talk about what is amazing about the world. (animals, nature etc)</li> <li>• Pupils listen to the creation story and understand that some people believe that God created the world and pupils can sequence some parts of the story.</li> <li>• Pupils learn that the word 'God' is special to Christians.</li> <li>• Pupils understand that Christians praise God and this could be by singing and praying.</li> <li>• Pupils connect ideas that Christians say thank you to God and Harvest is a good example of this. Pupils listen to and sing Harvest celebration songs.</li> <li>• Pupils understand why we bring food to Harvest festival and share with others.</li> <li>• Pupils can suggest some ideas to help treat the world other people well.</li> </ul>	<b>Christian</b> <b>God</b> <b>nature</b> <b>world</b> <b>Creator</b> <i>names of animals</i> <b>Harvest</b> <b>Thank You</b>
			<p><b>Greater Depth</b>  Pupils ask questions about the world around them and offer suggestions for how we should look after the world. Pupils have a good understanding of what Christians say about God the Creator.</p>	
	Rec	<b>F2</b> <b>Why is Christmas so special to Christians?</b>	<p><i>What special stories about Jesus are in the Bible?</i>  <i>Why do Christians celebrate Jesus' birthday?</i>  <i>What special things do Christians do at Christmas to share God's love?</i></p> <ul style="list-style-type: none"> <li>• Pupils listen to the nativity story and share their thoughts about the importance of each character. They can say who they think is the most important?</li> <li>• Pupils can retell the story and re-enact it.</li> <li>• Pupils share their experiences of birthdays and listen to how Christians celebrate Jesus' birthday. They can recall special artefacts and events that happen at Christmas. (foods, cards, decorations, FC)</li> <li>• Pupils talk about what they would like as a Christmas gift and make links to the gifts that the Wise Men bought to Jesus.</li> <li>• Pupils listen to how God gave Jesus as a gift to Christian people. They understand how special people are to God.</li> </ul>	<b>Mary, Joseph and baby Jesus,</b> <b>shepherds, wise men, donkey, angels</b> <b>Bethlehem</b>
			<p><b>Greater Depth</b>  Pupils show an understanding of how we know that Christians are precious to God. Pupils begin to recognise the word 'incarnation'.</p>	

		<p><b>F3</b> <b>Why is Easter so special for Christians?</b></p>	<p><i>What do Christians believe happened to Jesus?</i> <i>Why do Christians think this is such an important story?</i> <i>What do Christians do at Easter? Why do we have Easter eggs?</i></p> <ul style="list-style-type: none"> <li>• Pupils listen to the story of Palm Sunday and remember key events, with the help of props.</li> <li>• Pupils learn about how Palm Sunday is celebrated by Christians today.</li> <li>• Pupils talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.)</li> <li>• Pupils recognise common symbols linked to Easter story and show this in their work eg. an Easter garden design.</li> <li>• Pupils share ideas and ask questions about how Easter is celebrated at home.</li> </ul> <p><b>Greater Depth</b> Pupils have a good understanding of why certain symbols are significant at Easter (new life). Pupils ask others about their favourite part of Easter and why it's so special to them.</p>	<p><b>Easter</b> <b>Palm Sunday</b> <b>eggs</b> <b>cross</b> <b>celebration</b> <b>death</b> <b>resurrection</b></p>
	<p><b>Rec</b></p>	<p><b>F4</b> <b>Being Special: where so we belong?</b></p>	<p><i>How do we show love/how do I know I am loved?</i> <i>How do we show people they are welcome?</i> <i>What makes us feel special about being welcomed into a group of people?</i></p> <ul style="list-style-type: none"> <li>• Pupils talk about what makes them feel special (hugs from mum/dad/family, birthdays)</li> <li>• Pupils listen to the idea that God loves everyone. They reflect on Christian beliefs about Jesus believing children to be very special. Listen to the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16).</li> <li>• Pupils learn (simply) about infant baptism as a way for God to show His love.</li> <li>• Pupils learn about the signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play.</li> <li>• Pupils listen to how non-religious groups might welcome a new baby.</li> </ul> <p><b>Greater Depth</b> Pupils are confident when responding to where they belong, using connections with personal experiences.</p>	<p><b>special</b> <b>Jesus</b> <b>God</b> <b>belief</b> <b>baby</b> <b>welcome</b> <b>baptism</b></p>
	<p><b>Rec</b></p>	<p><b>F5</b> <b>Which places are special and why?</b></p>	<p><i>Where do you feel safe? Why?</i> <i>Where do you feel happy? Why?</i> <i>Where is special to me?</i> <i>Where is a special place for believers to go? What makes this place special?</i></p> <ul style="list-style-type: none"> <li>• Pupils talk about places that are important to us for different reasons (quiet, fun, safe)</li> </ul>	<p><b>special</b> <b>place of worship</b> <b>church</b> <b>mosque</b> <b>synagogue</b></p>

			<ul style="list-style-type: none"> <li>• Pupils make comparisons with other places (seaside, park) and think about why they are special to other people.</li> <li>• Pupils talk about what makes a Church special. They explain what might happen there and consider what makes it a place of worship.</li> <li>• Make simple comparisons with other places of worship (Mosque or Synagogue). How are they the same? different?</li> <li>• Pupils discuss ideas for a reflection area. How can we help everyone to use it and enjoy it?</li> </ul>	
			<p><b>Greater Depth</b> Pupils consider which parts of a church are important to Christians and <b>why</b>. They ask questions to further their understanding about places of worship.</p>	
	<b>Rec</b>	<b>F6</b> <b>Which stories are special and why?</b>	<p><i>What stories do you know about Jesus? What do you think Jesus was (is) like?</i> <i>Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)?</i> <i>What stories do you know that tell you how you should behave towards other people?</i></p> <ul style="list-style-type: none"> <li>• Pupils share and retell favourite stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc</li> <li>• Pupils learn that the Bible is the holy book for Christians, and they know that it has lots of stories inside.</li> <li>• Pupils listen to a range of stories from different faiths: Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible). • Jews read the story of Chanukah (found in the books of Maccabees, not included in the Christian Old Testament) • Christians use stories Jesus told and stories from the life of Jesus: e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. Hindus enjoy the story of Rama and Sita.</li> <li>• Pupils understand that the stories we have shared help to teach believers.</li> </ul>	<b>God Bible Old/New Testament shepherd</b>
			<p><b>Greater depth</b> Pupils understand <b>how</b> stories help teach believers by considering how stories help them personally.</p>	
<b>Christians</b>	<b>1</b>	<b>1.1 God</b> <b>What do Christians believe God is like?</b>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe in God and that they find out about him in the Bible.</li> <li>• Pupils will know that a parable is a story (in this case told by Jesus) to help people understand ideas. Pupils can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</li> <li>• Pupils know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</li> </ul>	<b>story/parable worship God prayer</b>

		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What do Christians believe God is like?' Pupils are able to discuss the idea of God being loving, kind, forgiving and fair. They can say why the story of Jonah or the parable of the Lost Son are significant for Christians.</p>	
1	<p><b>1.2 Creation</b> <b>Who do Christians say made the world?</b></p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</li> <li>• Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</li> <li>• Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example of how to do this.</li> </ul>	<p><b>creation</b> <b>creator</b> <b>Genesis</b> <b>Harvest</b> <b>Thank You</b></p>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Creation. Pupils are able to discuss the idea of God making the world and can make connections to the 'Big Story'. They can explore why a belief that God made the world is significant for Christians.</p>	
2	<p><b>1.3 Incarnation</b> <b>Why does Christmas matter to Christians?</b></p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming and they identify key features of advent eg. colours worn in church.</li> <li>• Pupils know that Christians believe that Jesus is God (Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation). They can retell the narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts.</li> <li>• The Bible points out that his birth showed that he 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)</li> <li>• Pupils know that Christmas is a time to be thankful. They reflect on who they would say thank you to.</li> <li>• Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.</li> </ul>	<p><b>advent</b> <b>nativity</b> <b>Angel</b> <b>Mary, Joseph,</b> <b>shepherds, wise men</b> <b>Bethlehem</b> <b>incarnate</b> <b>Thank you</b></p>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'.</p>	
2	<p><b>1.4 Gospel</b> <b>What is the 'good news' Christians say Jesus brings?</b></p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and He will forgive them when they go wrong.</li> <li>• Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</li> </ul>	<p><b>Gospel</b> <b>disciples</b> <b>forgiveness</b> <b>peace</b></p>

		<ul style="list-style-type: none"> <li>• Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils understand that stories from the Bible teach us about peace and forgiveness and that Christians use these stories to help them and others today. Eg charity work, confession.</li> <li>• Pupils know that Christians will pray to God. They listen to prayers that say sorry and those that say thank you.</li> </ul>	<b>sorry</b> <b>Church community</b>
		<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Gospel. Pupils are able to discuss the idea of what is good about the about forgiveness and can make connections to the 'Big Story'. They can explore why a belief in forgiveness can lead to peace.	
	<b>2</b>	<b>1.5 Salvation</b> <b>Why does Easter matter to Christians?</b>	<ul style="list-style-type: none"> <li>• Pupils will know that Easter is an important part of the 'Big story' of the Bible.</li> <li>• Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus' arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</li> <li>• Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead, he gives Christians a hope in a new life.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>
		<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. They can explore why Jesus dying and then rising to life is significant for Christians. They can give their views on why it is important to forgive.	
<b>3</b>	<b>L2.1 Creation</b> <b>What do Christians learn from the creation story?</b>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world, the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils know the story of Adam and Eve including God's command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</li> <li>• Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</li> <li>• They know that some people do not believe that God made the world.</li> </ul>	<b>Genesis</b> <b>Creation</b> <b>Fall</b> <b>temptation</b> <b>forgiveness</b>

			<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. They can make a connection between the Genesis 3 story and the parable of the Lost Son. They can locate this in the 'Big Story' of Christianity</p>	
<b>3</b>	<b>L2.2 People of God What is it like for someone to follow God?</b>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them.</li> <li>• Pupils can outline the story of Noah and the way in which God made a covenant with him.</li> <li>• Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows</li> <li>• Pupils can name symbols that show hope, promises and commitment at a wedding.</li> <li>• Pupils can give detailed examples of people today trying to live the way God wants, often at personal cost. Eg William Booth and the Salvation Army.</li> </ul>	<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What is it like for Christians to follow God? (Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.)</p>	<p><b>covenant</b> <b>Noah</b> <b>vows</b> <b>Genesis</b> <b>Old Testament</b> <b>charity</b></p>
<b>3</b>	<b>L2.4 Gospel What kind of world did Jesus want?</b>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</li> <li>• Pupils will know that Jesus' first disciples left their jobs and families to follow Jesus.</li> <li>• Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that He showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities.</li> <li>• Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by the Samaritan stopping to help, and that Jesus asked who was this man's neighbour).</li> <li>• They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</li> </ul>	<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of the Gospel. Pupils are able to discuss the idea of loving your neighbour and how this has influenced Christians and wider society. They can explore links between the parable of the Good Samaritan and the story of the Pharisees and the tax collector.</p>	<p><b>Gospel</b> <b>disciples</b> <b>charity</b> <b>parables</b> <b>New Testament</b></p>

	4	<b>L2.3 God/Incarnation</b> <b>What is the 'Trinity' and why is it important for Christians?</b>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> <li>• Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</li> <li>• Pupils know the story of Jesus' Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</li> <li>• Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'.</li> </ul>	<b>Trinity</b> <b>bible</b> <b>belief</b> <b>baptism</b> <b>ceremony</b> <b>prayer</b> <b>worship</b>
	<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity. Pupils are able to discuss the idea of God being three in one. They can explore links between the Baptism of Christ and can make connections to the 'Big Story' of Christianity. They recognise that for Christians, understanding God is challenging; people spend their whole lives learning more and more about God.			
	4	<b>L2.5 Salvation</b> <b>Why do Christians call the day Jesus dies 'Good Friday'?</b>	<ul style="list-style-type: none"> <li>• Pupils understand that Christians believe that Jesus saved people (introduce the term salvation) by showing them how to live good lives. They may give examples of his teachings.</li> <li>• They can sequence the main events of the Holy Week and explain the importance of each event to Christians. Palm Sunday, Good Friday and Easter Sunday. They can identify an emotion to each day (hope, sadness, joy)</li> <li>• Pupils can read accounts of the above using Biblical texts and discuss their feelings about each event. They also consider how Christians feel when reading these accounts and what they have learnt, making links to celebrations, and worship within their communities. They understand that worship is a way to 'talk' to God and make suggestions about what might be said in prayer.</li> <li>• Pupils know that despite the sadness about Jesus' death, there was much joy, and the world became a better place, which Christians say is good news for all.</li> </ul>	<b>salvation</b> <b>saviour</b> <b>Holy week- Palm</b> <b>Sunday, Good</b> <b>Friday Easter</b> <b>Sunday</b> <b>celebration</b> <b>community</b> <b>worship</b> <b>Gospels</b>
<b>Greater Depth</b> Pupils use their existing knowledge and understanding and ask thoughtful questions and suggest some answers about why Christians call the day 'Good Friday'. They compare accounts from the Gospels and consider how Christians feel when reading these accounts and what they have learnt, making links to celebrations, and worship within their communities. They understand that worship is a way to 'talk' to God and make suggestions about what might be said in prayer.				
4	<b>L2.6 Kingdom of God</b> <b>For Christians, when Jesus left, what was the</b>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that after Jesus returned to be with God, he sent the Holy Spirit at Pentecost to help the church make Jesus' kingdom visible by living in a way that reflects the love of God.</li> <li>• Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here.</li> </ul>	<b>Pentecost</b> <b>Holy Spirit</b> <b>disciples</b>	

	<p><b>impact of Pentecost?</b></p>	<ul style="list-style-type: none"> <li>• Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them when used in art.</li> <li>• Pupils know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts. They can explain what this means.</li> <li>• Pupils know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</li> </ul>	
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘What was the impact of Pentecost?’ Pupils are able to discuss the idea of the Holy Spirit and why this might be important for the growth of a faith. They can explore links between Pentecost and the ‘Big Story’ of Christianity. They recognise that following a faith can result in developing positive virtues and can compare the Fruits of the Spirit with virtues from other faiths and from Humanism. They can relate these texts and ideas to their own lives.</p>	
<p><b>5</b></p>	<p><b>U2.3 Incarnation Why do Christians believe Jesus was the Messiah?</b></p>	<ul style="list-style-type: none"> <li>• Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like.</li> <li>• Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>• Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument.</li> </ul>	<p><b>Messiah Old Testament New Testament incarnation saviour salvation prophecies</b></p>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question ‘Was Jesus the Messiah? Pupils are able to discuss the extent to which this is reflected in current celebrations of Christmas. They can make connections to the ‘Big Story’ of Christianity. They can relate the prophecies of the old testament to the biblical accounts of the entry into Jerusalem and the Transfiguration.</p>	
<p><b>5</b></p>	<p><b>U2.4 Gospel How do Christians decide how to live? ‘What would Jesus do?’</b></p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. They recall the two commandments - <i>to love God and love your neighbour (Matthew 22:36–40)</i> and understand that these help Christians live their lives.</li> <li>• Pupils will know a range of Jesus’ teachings: The wise and foolish builders/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</li> <li>• Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities.</li> </ul>	<p><b>Gospel teachings parable Christian community peace forgiveness healing</b></p>

		<ul style="list-style-type: none"> <li>Pupils know that Jesus' words help them with troubles today – justice, illness and healing, prayer.</li> </ul>	
		<p><b>Greater Depth</b></p> <p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What would Jesus Do? Pupils are able to relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas. They can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus: Is this what Jesus would do?</p>	
6	<b>U2.2 Creation/Fall Creation and Science: conflicting or complementary</b>	<ul style="list-style-type: none"> <li>Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians.</li> <li>Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</li> <li>Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be i.e. poetic account or historical account.</li> <li>Pupils know that not all Christians believe the same about the relationship between Creation and science.</li> <li>Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</li> </ul>	<b>creation</b> <b>Genesis</b> <b>scientist</b> <b>God</b> <b>interpretation</b> <b>historic</b> <b>argument</b>
		<p><b>Greater Depth</b></p> <p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Creation and Science; Conflicting or complimentary? They can offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses.</p>	
6	<b>U2.5 Salvation What do Christians believe Jesus did to 'save' people?</b>	<ul style="list-style-type: none"> <li>Pupils can recall the events leading up to the crucifixion and can compare different interpretations of artwork, giving possible explanations for their differences.</li> <li>Pupils know that Christians believe Jesus' death to be a sacrifice- to save people from their sins. They make links with the Fall concept.</li> <li>Pupils can say when Jesus' death and resurrection are remembered throughout the year and show an understanding of the symbolism of communion. They can make possible suggestions for a Christian ceremony to remember the salvation brought by Jesus (actions, music, words, symbols).</li> <li>Pupils can explore the concept of sacrifice and make considerations about what they may sacrifice and for what? They show a consideration to make a difference on a world scale and not just their own lives.</li> </ul>	<b>salvation</b> <b>interpretation</b> <b>sacrifice</b> <b>saviour</b> <b>Fall</b> <b>resurrection</b> <b>communion</b> <b>symbolism</b>
		<p><b>Greater Depth</b></p> <p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question. Pupils can recall the events of the Holy Week and sum up the meaning of the story with an understanding of the meaning of sacrifice. Pupils explore the concept of sacrifice and make considerations about what they may sacrifice and for what? They show a consideration to make a difference on a world scale and not just their own lives.</p>	

<b>Muslims</b>	<b>2</b>	<b>1.6 Who is a Muslim and how do they live? Part 1</b>	<ul style="list-style-type: none"> <li>• Pupils know that Muslims believe in Allah as the one true God. They know that there are special words said to remind Muslims of this.</li> <li>• They know some words of the Shahadah (There is no God but God: Muhammad is the messenger of God).</li> <li>• Pupils know that these words are said daily in prayer by Muslims and for special occasions such as the birth of a new baby.</li> <li>• Pupils know that Muslims cannot possibly describe Allah, but they use 99 Names for Allah to help them understand better.</li> <li>• Pupils know that the prophet Muhammad is a messenger and they listen to stories about Muhammad. Pupils can illustrate and retell stories, simply, showing an understanding of their meaning and why they are told today.</li> </ul>	<b>Shahadah</b> <b>Allah</b> <b>Qur'an</b> <b>mosque</b> <b>Muhammad</b> <b>prayer</b>	
			<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into 'how do Muslims live'? They provide reasonable answers about why words of the Shahadah are said daily and at special events.		
		<b>1.6 Who is a Muslim and how do they live? Part 2</b>	<ul style="list-style-type: none"> <li>• Pupils know that Muslims have a Holy text called the Qur'an and that the Shahadah and prayers are found here.</li> <li>• Pupils know that the Qur'an is special and is treated in a special way. They know that the place of worship is called a mosque.</li> <li>• Pupils know that Muslims follow 'rules' in order to be a good Muslim. They know that these rules can be called the Five Pillars of Islam (this is covered in more depth in key stage 2)</li> <li>• Pupils know that prayer, respect, celebration and self-control are very important to Muslims and they can say when they have shown some of these virtues in their lives.</li> </ul>		<b>Qur'an</b> <b>Shahadah</b> <b>Muhammad</b> <b>mosque</b> <b>Five Pillars of Islam</b> <b>Shahadah</b> <b>beliefs</b> <b>prayer</b>
			<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into 'how do Muslims live'? They can reflect on their own lives and discuss and give explanations as to why prayer, respect, celebration and self-control are relevant to everyone and not just Muslims.		

	3	<b>L2.9 How do festivals and worship show what matters to a Muslim?</b>	<ul style="list-style-type: none"> <li>• Pupils know that Muslims follow the Five Pillars of Islam and know that Shahadah (from KS1) and salah are part of their worship and belief.</li> <li>• Pupils know what Muslims feel about their God and give reasons for why they worship God. They know when (every day) and where (Mosque or home) Muslims pray and what happens during their prayer and how including the position that they pray in.</li> <li>• Pupils know that Ramadan is a period of fasting and is one of the Five Pillars and that this is important for them to show self-control. They also know that the end of fasting is celebrated with Eid-ul-Fitr.</li> <li>• Pupils know that submission to God is central to Islam and that they demonstrate this through worship (ibadah).</li> <li>• Pupils can consider the benefits of stopping and reflecting five times a day and the self-discipline to do this.</li> </ul>	<b>Five pillars of Islam Eid-ul-Fitr ibadah</b>
			<p><b>Greater Depth</b></p> <p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question, how do festivals and worship show what matters to a Muslim. They make links between the Muslim idea of living in harmony with the Creator and consider the benefits of living harmoniously for our school and global community.</p>	
	5	<b>U2.8 What does it mean to be a Muslim in Britain today?</b>	<ul style="list-style-type: none"> <li>• Pupils should already know about some Muslim beliefs and traditions, (5 pillars, the Prophet Muhammad, Allah, Qur'an, festival of light (Diwali))</li> <li>• Pupils know that there are different Muslim groups in Britain today.</li> <li>• Pupils know that the Five Pillars are expressions of worship and belief for Muslims, and that Hajj is one of the pillars. The festival, Eid-ul-Adha, is celebrated at the end of Hajj.</li> <li>• Pupils can explain some the challenges of following the Five Pillars every day for a Muslim in Britain.</li> <li>• Pupils know that the Qur'an gives guidance to Muslims, using stories and teaching to help them live their lives. They make links with who and what they turn to for guidance in their own lives.</li> <li>• Pupils know that Muslims worship in a Mosque and understand some of the features of a Mosque that reflect their faith and traditions.</li> </ul>	<b>Qur'an Eid-ul-Adha Hajj beliefs traditions worship mosque</b>
			<p><b>Greater Depth</b></p> <p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question. Give explanations of what it is like to be a Muslim in Britain today, making considerations to the Five Pillars, place of worship and their core beliefs (generosity, self-control, obedience)</p>	
<b>Hindus</b>	4	<b>L2.7 What do Hindus believe God is like?</b>	<ul style="list-style-type: none"> <li>• Pupils know that Hindus' God is Brahman – the ultimate being, whose spirit is in everything.</li> <li>• Pupils know that there are different Hindu deities (Brahma, Vishnu, Shiva) and that they help to describe God.</li> <li>• Pupils can make suggestions about what the Hindu murtis express about Brahman.</li> <li>• Pupils know that deities (statues of deities) are worshipped at home (shrine) and this is one way for Hindus to express belief.</li> <li>• Pupils know that another way to express belief is to celebrate Diwali and they can retell in their own words the story of Rama and Sita. (this is covered more in next unit)</li> </ul>	<b>Brahman deities (Brahma, Vishnu, Shiva) festival Diwali (Rama and Sita)</b>

		<ul style="list-style-type: none"> <li>Pupils know that Hindus believe that death/destruction is part of the cycle of life and they begin to make connections in world today where it is good to use the cycle of life model.</li> </ul>	
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions and answers in response to what Hindus believe God is like. They raise questions about the create/preserve/destroy cycle.</p>	
4	<b>L2.8 What does it mean to be a Hindu in Britain today?</b>	<ul style="list-style-type: none"> <li>Pupils are familiar with the word <b>dharma</b> and link it to Hindu way of life. (beliefs, social and moral duties)</li> <li>Pupils can describe how Hindus show their faith at home and within their families and they can recognise symbols, statues, objects or sacred texts. They know some of the ways that Hindus show their faith during the week.</li> <li>Pupils show an understanding of how Hindus show their faith within their community in Britain by giving examples such as visiting the mandir, prayer, Diwali, offerings etc.</li> <li>Pupils know that Diwali is celebrated in Britain today and can recall the story of Rama and Sita. They can give good reasons for the use of light and can discuss what matters most during Diwali.</li> <li>Pupils know that there are other Hindu celebrations ie. Holi.</li> </ul>	<b>dharma mandir prayer Diwali celebration eg Holi rituals</b>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into what it is like to be a Hindu in Britain today. They give reasons for why it is good to be a Hindu in Britain today and why it is good to take part in family and community rituals.</p>	
6	<b>U2.7 Why do Hindus try to be good? (Karma, dharma, samsara, moksha)</b>	<ul style="list-style-type: none"> <li>Pupils know that Hinduism is very diverse and it's hard to say what <b>all</b> Hindus believe.</li> <li>Pupils are able to use some technical term accurately – dharma, karma, samsara and moksha etc</li> <li>Pupils know the story of the man in the well and can make links with the terminology above.</li> <li>Pupils know that karma (the law of cause and effect) is an important reminder for why Hindus try to be 'good'.</li> <li>Pupils know that Hindus believe in four stages of life and moksha is the final stage.</li> <li>Pupils can explain how karma (good and bad) and dharma (morals and duties) are important to Hindus and how they live.</li> <li>Pupils make links with their own lives and consider the impact of leading a life that had good and bad karma. Would we still need a justice system?</li> </ul>	<b>dharma, karma, samsara and moksha</b>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question. They can consider the value of karma and reincarnation for all people and how this might affect how people live their lives.</p>	

<b>Jews</b>	<b>1</b>	<b>1.7 part1 Who is Jewish and how do they live?</b>	<ul style="list-style-type: none"> <li>• Pupils can share their special objects and special times. They can recognise special objects for Jewish people such as Star of David, kippah, prayer books etc.</li> <li>• Pupils know that prayer is important to Jewish people and some prayers are said daily, such as Shema.</li> <li>• They know that stories, celebrations and festivals remind Jews about what God is like. They can name some of the things that Jews do to remember God (shabbat, sukkot, prayer etc)</li> <li>• Pupils can focus on one aspect of remembrance e.g Sukkot and give reasons why it is good to reflect and be thankful.</li> </ul>	<b>Special objects- Star of David kippah prayer books shema celebration/festival synagogue</b>	
			<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry asking how Jewish people live. They give good reasons for their answers and show an understanding about Jewish life and their traditions.</p>		
	<b>1</b>	<b>1.7 part 2 Who is Jewish and how do they live?</b>	<ul style="list-style-type: none"> <li>• Pupils can recap on one way in which Jews remember God (shabbat, prayer, food etc).</li> <li>• Pupils can focus one aspect of remembrance e.g Sukkot and give reasons why it is good to reflect and be thankful.</li> <li>• Pupils show understanding of the value and importance of celebration and remembrance in their own lives and make comparisons with how Jews celebrate.</li> </ul>		
			<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry asking how Jewish people live. They give good reasons for their answers and show an understanding about Jewish life and their traditions.</p>		
	<b>3</b>	<b>L2.10 How do festivals and family life show what matters to Jews?</b>	<ul style="list-style-type: none"> <li>• Pupils begin to further their understanding about the relationship between God and Jews.</li> <li>• Pupils know that Jews say sorry and ask forgiveness from God and that this happens as Rosh Hashanah.</li> <li>• Pupils know that special foods are eaten at the end of Rosh Hashanah (Yom Kippur)</li> <li>• They know the story of Exodus and why this is still remembered today and how it is celebrated (Pesach/Passover), along with symbolic foods.</li> <li>• Pupils know the importance of the Ten Commandments to Jews today.</li> <li>• Pupils know that Jews use a prayer as a way of saying thank you to God and that they do this at home and in the wider community.</li> <li>• Pupils are able to reflect on times when they need to say thank you, sorry and ask for forgiveness.</li> </ul>		<b>forgiveness atonement Rosh Hashanah Yom Kippur Passover Ten Commandments</b>
			<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry about Jewish family life. They are able to explain reasons why Jews say thank you and sorry to God and consider the value in remembering the past.</p>		

	5	<b>U2.9</b> <b>Why is the Torah so important to Jewish people?</b>	<ul style="list-style-type: none"> <li>• Pupils should be able to demonstrate key beliefs and factors in Judaism- Torah, synagogue, clothing, Shabbat, Passover etc</li> <li>• Pupils know that different prayers describe God and they can share different texts to gather their own interpretations of God.</li> <li>• Pupils know that some Jews write G-d as a mark of respect, and that God’s name cannot be destroyed.</li> <li>• Pupils know how a Sefer Torah is looked after and where it is read.</li> <li>• Pupils know that the Torah contains lots of stories and texts and that these are shared amongst the Jewish community regularly so that they help to maintain their beliefs and way of life. An example being the creation story and Shabbat being the day God rested.</li> <li>• Pupils make links with laws that have been made many years ago (Ten Commandments etc) and are still followed today, making comparisons with laws that have changed. Why do some laws need updating?</li> </ul>	<b>Torah, Sefer Torah</b> <b>synagogue,</b> <b>Shabbat</b> <b>Passover</b> <b>rituals</b> <b>tradition</b> <b>community</b> <b>kosher</b>
			<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question. Pupils are able to compare beliefs, traditions and rituals from Judaism and consider their value to people who are not Jewish.	
Thematic	1	<b>1.9</b> <b>How should we care for the world and others, and why does it matter? (C, J, NR)</b>	<ul style="list-style-type: none"> <li>• Pupils use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26.</li> <li>• Pupils use the Golden Rule to illustrate a non-religious view of the value of all people.</li> <li>• Pupils explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g ‘The Good Samaritan’ (Luke 10: 25–37)</li> <li>• Pupils know about some people or groups who have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam.</li> <li>• Pupils talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden).</li> </ul>	<b>creation</b> <b>Christians</b> <b>Jews</b> <b>friendship</b> <b>care</b> <b>non-religious</b> <b>charity</b>
			<b>Greater Depth</b> Pupils will investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. They show a good understanding of why belief in God helps people to treat each other right.	

1	<b>1.10</b> <b>What does it mean to belong to a faith community? (C, J)</b>	<ul style="list-style-type: none"> <li>• Pupils understand that they can belong to more than one group.</li> <li>• Pupils know some symbols of 'belonging' in Christianity (christening clothes, Bible, etc). They can also recall symbols from other faiths too (J)</li> <li>• Pupils understand that stories teach us that everyone is important and valued (The Lost Sheep- Christianity)</li> <li>• Pupils know that there are religious ceremonies to welcome new people and this is a good way to get the community together.</li> <li>• Pupils can describe what happens at a wedding (C, J, N-R) or baptism, including promises made, hymns, prayers, gifts etc.</li> <li>• Pupils know that people come from different faith groups/communities and have an understanding of why it is important to respect their differences (everyone is important).</li> <li>• Pupils consider the advantages of being part of a community the value in working with other groups eg, in charity work or to remember special events</li> </ul>	<b>Christians</b> <b>Jews</b> <b>Non-religious community symbols</b> <b>ceremony</b> <b>weddings</b> <b>baptism</b>
		<b>Greater Depth</b> Pupils express a secure understanding of what it means to be part of a faith community. They understand the benefits of being in a faith community and use examples of the things that they do such as worship and community activities.	
	2	<b>1.8</b> <b>What makes some places sacred to believers? (C, M)</b>	<ul style="list-style-type: none"> <li>• Pupils can use the terms, sacred and holy and give suggestions for what makes something special, sacred or holy.</li> <li>• Pupils recognise what objects belong to sacred/holy buildings (Church/Mosque)</li> <li>• Pupils can say how sacred belongings and objects are treated with respect, ie, texts, clothing, quiet during prayer etc.</li> <li>• Pupils know that places of worship are important to different faith groups. They can describe the features of a church and recognise sacred features and their significance.</li> <li>• Pupils can say similarities and differences that happen during worship between two different faiths (Islam, Judaism and Christianity)</li> </ul>
<b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry. Pupils are clear on some of the differences and similarities between places of worship from different faiths and non-religious places.			
3	<b>L2.12</b> <b>How and why do people try to make the world a better place? (C, M/J, NR)</b>	<ul style="list-style-type: none"> <li>• Pupils can name ways in which the world is not such a good place and can think locally and globally.</li> <li>• Pupils reflect that some faiths (Christianity, Judaism) believe that the Creator has been disobeyed and they ask for forgiveness.</li> <li>• Pupils consider what the world would be like without any rules/no one cares.</li> <li>• Pupils know some inspiring Christians who have tried to make the world a better place (Martin Luther King. Mother Teresa)</li> <li>• Pupils also know how different faiths have organisations that want to help the world, (Muslim- charity, Christian Aid, Jewish Child's Day)</li> </ul>	<b>rules</b> <b>forgiveness</b> <b>belief</b> <b>inspire</b> <b>charity</b>

		<ul style="list-style-type: none"> <li>Pupils are aware of non-religious groups who also try to make the world better and know about the Golden Rule. They know that Oxfam (a secular charity) has done good work to help make the world better, eg, refugees etc.</li> </ul>	
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question, why do people try to make the world a better place, making note of different faiths and non-religious groups. They express their own ideas about how to make the world better.</p>	
4	<p><b>L2.11</b> <b>How and why do people mark the significant events of life?</b> (C, H, NR)</p>	<ul style="list-style-type: none"> <li>Pupils can name ways in which milestones are remembered/celebrated, including those in a faith community. In particular, pupils know about baptism in Christianity and compare with Bar/Bat Mitzvah in Judaism.</li> <li>Pupils understand that a loving relationship between two people is celebrated in different faiths and they can name the symbolism of objects and words used in these ceremonies.</li> <li>Pupils can also describe similarities between these ceremonies with those of non-religious groups.</li> <li>Pupils can compare different religions and the guidance that they have along life's journey.</li> </ul>	<p><b>milestones</b> <b>life's journey</b> <b>celebration</b> <b>baptism</b> <b>Bar/Bat Mitzvah</b> <b>symbolism</b> <b>ceremony</b></p>
		<p><b>Greater Depth</b> Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question, how and why do people mark the significant events in life? They understand the value of commitment to faith groups and non-religious groups and make arguments for whether ceremonies are still valuable today.</p>	
5	<p><b>U2.11</b> <b>Why do some people believe in God and some people do not?</b> (C, NR)</p>	<ul style="list-style-type: none"> <li>Pupils consider and discuss why they think so many people believe in God.</li> <li>Pupils learn the terms 'theist', 'agnostic' 'atheist'.</li> <li>Pupils use their understanding of what Christians believe God to be like and how He helps them to live their lives.</li> <li>Pupils give some reasons for why some people may or may not believe in God (family background, a religious experience, science theories etc)</li> <li>Pupils are aware that some Christians are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard) and they try to prove that Christian faith can coexist with science.</li> <li>Pupils talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.</li> </ul>	<p><b>'theist' (believes in God),</b> <b>'agnostic' (cannot say if God exists or not) and</b> <b>'atheist' (believes there is no god).</b> <b>belief</b> <b>science</b> <b>benefits</b></p>
		<p><b>Greater Depth</b> Pupils confidently reflect upon their own views and how they view people with different beliefs than their own. Pupils independently ask questions and explore the impact of believing in God (is it liberating or restricting?)</p>	

	6	<b>U2.12</b> <b>How does faith help when life gets hard?</b>	<ul style="list-style-type: none"> <li>• Pupils ask questions about life, death, suffering, and what matters most in life and they understand that answers to these ‘big questions’ are difficult and can vary.</li> <li>• Pupils find out how religions help people in tough times e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, being part of a community etc.</li> <li>• Pupils know that religious traditions help those who are bereaved or suffering and teach that there is life after death. However, some people do not believe in afterlife.</li> <li>• Pupils compare the different beliefs about death from other faiths (C, H, non-religious) and consider how these beliefs help them live their lives (karma, resurrection, reincarnation)</li> <li>• Pupils respond to different artistic interpretations of the afterlife and they can produce their own interpretations.</li> <li>• Pupils show understanding for how the idea of life after death supports people in difficult times.</li> </ul>	<b>death</b> <b>suffering</b> <b>resurrection</b> <b>judgement</b> <b>heaven</b> <b>karma</b> <b>reincarnation</b> <b>afterlife</b>
<b>Greater Depth</b> Pupils confidently give reasons for how faith helps when life gets hard. They use evidence and examples from prior learning of other religions and non-religions to help express their own ideas.				