



## St. Katharine's Primary School RE Progression Pathway

Within this progression, you will see in the knowledge/skills section statements such as 'Christians believe...' or 'Muslims believe...' Within lessons, teachers will use the language 'some', 'most' or 'all' when referring to what people do/do not believe.

	Knowledge/Skills	Concepts	Vocabulary
EY	<p><b><u>Enquiry Question: Why is the word 'God' so important to Christians?</u></b></p> <p><b><u>Knowledge:</u></b> The word God is a name. Christians believe God is the creator of the universe. Christians believe God created the world in 6 days, some say it took longer. Christians believe God is the giver of life Christians believe God made our world and so we should look after it. Christians believe that God is holy and great so they respect his name.</p> <p><b><u>Skills/activities:</u></b> Talk about the fact that God is a very important person for Christians. Explore the idea that Christians believe God is the giver of life through creating something of their own, e.g. a jellyfish, linking with the Tom and Tessa story. Create actions to accompany the creation story. Create a creation scene. Talk about things we take special care of. Go on a 'wonderful world walk', with children taking photos of things they love about creation. Say/write a prayer or reflection about the wonder of the world.</p>	God/Creation	God Create Creation Creative Creator Christians Church

<p><b><u>Enquiry question: Why do Christians perform nativity plays at Christmas?</u></b></p> <p><b><u>Knowledge:</u></b>  Every year, Christians celebrate Jesus' birthday.  The Nativity story comes from the Bible.  In the Nativity story, Mary received a message from an angel, saying Jesus would be born and she would be his mother.  Jesus was born in Bethlehem.  Shepherds and Wise Men came to visit the baby Jesus.  Christians believe that Jesus is not just a baby, but he is God.  At Christmas time, many churches light candles to show that Jesus is the light of the world.  For Christians, presents are reminder of God's special gift: God's son.  Many Christians like to do something to help others at Christmas, like giving food to a foodbank or helping at a homeless shelter.  Christmas carols are special songs about Jesus being born.</p> <p><b><u>Skills/activities:</u></b>  Identify signs of Christmas.  Talk about who Mary, Joseph and Jesus are in relation to the Nativity story.  Talk about who they think the most important person is in the nativity story and why.  Create a Nativity scene including Mary, Joseph and baby Jesus. Name each character.  Ask a question about the Nativity story.  Sing a simple carol such as 'Away in a manger' or 'Little Donkey', making connections with the Nativity story.</p>	<p>Incarnation</p>	<p>Nativity  Mary  Joseph  Jesus  Angel  Wise men  Shepherds  Bethlehem</p>
<p><b><u>Enquiry question: How do people celebrate?</u></b></p> <p><b><u>Knowledge:</u></b>  Around the world, people prepare for and celebrate a New Year in different ways.  Some people celebrate New Year by making a New Years' Resolution.  Chinese New Year is the time when Chinese families in China, the UK and around the world get together to celebrate.  The aim of Chinese New Year preparations is to sweep out bad luck from the old year and clear the way for good luck.  Many Persians celebrate the start of Spring as their new year, called Nowruz.</p>	<p>Celebrations</p>	<p>Celebrations  New Year  Preparing</p>

<p>Holi is a festival of colour, marking the start of Spring which is celebrated by many Santhanis. During Holi, all rubbish is burnt as a way of getting rid of the old and starting afresh.</p> <p><b>Skills/activities:</b>          Discuss what you need to do in order to achieve a New Year's Resolution.          Act out the story of Chinese New Year and order the animals.          Discuss ways in which families prepare for new year celebrations around the world.          Discuss how people might prepare for other celebrations.          Reflect on own experiences in relation to New Year festivals around the world.</p> <p><i>Global neighbours links.</i></p>		
<p><b>Enquiry question: Why do Christians put a cross in an Easter garden?</b></p> <p><b>Knowledge:</b>          Easter is the most important time of year for Christians.          Christians believe Jesus was sent to save/rescue as well as show God's love and offer forgiveness.</p> <p><b>Skills/activities:</b>          Tell the story of Palm Sunday (verbally, acting, using small world toys etc).          Create an Easter Garden, identifying the empty cross, empty tomb, stone, angel and women in the garden.          Decorate an Easter cross, demonstrating an understanding that Christians believe Jesus is alive.          Identify signs of Easter, making connections with the concept of 'new life'.          Talk about a time that you have forgiven someone, or that you have been forgiven yourself.</p>	Salvation	Easter Save Palm Sunday Good Friday Easter Sunday Cross Forgiveness
<p><b>Enquiry question: What makes people special?</b></p> <p><b>Knowledge:</b>          Families are all unique as we all have different special things that we like to do together.          We all have special friends and everyone is special for different reasons.          People who can teach others how to do things, or show us how to behave are called role models.          Jesus is a role model for Christians. Christians believe in God and that Jesus is God's Son.          Christians believe God wants people to help everybody, not just their friends and family.          Moses is a role model for Jews. He gave 10 rules from God to show people how to live their lives well.</p>	Diversity	Special Unique Role models Christians Jesus God Moses Jews Rules

<p><b>Skills/activities:</b>          Say what makes themselves/others special.          Reflect on who is special to you and what things you do with your family that are special.          Reflect on and answer questions about a story in which Jesus performs a miracle.          Talk about a role in your own life.</p>		
<p><b>Enquiry question: What makes places special?</b></p> <p><b>Knowledge:</b>          Different types of homes and places of worship are special to people around the world.          Christians worship and pray in churches.          A church is a special place for Christians to feel close to Jesus and God.          A mosque is a special place used by Muslims to worship and pray to Allah.          Muslims take their shoes in when entering a mosque and wash themselves before they pray.          Synagogues are a special place for Jews, where they worship and pray to God.          Jewish people wear special clothes in the synagogue, including a Kippah (skull cap).</p> <p><b>Skills/activities:</b>          Reflect on what a home needs.          Reflect on what makes a home special (accounting for cultural differences)          Recognise similarities and differences between different types of homes.          Talk about what makes places special and name a place that is special to you.          Reflect on who would visit special places and why.</p> <p>Inspirational places: Meccah, Westminster Abbey, Jerusalem Synagogue</p>	Diversity	Home Special Special place Church Mosque Synagogue Christians Muslims Jews

	Knowledge/Skills	Concepts	Vocabulary
Y1	<p><b>Enquiry question: How important is Shabbat to Jewish children?</b></p>	Celebrations	Shabbat Meals

<p><b>Knowledge:</b>  The Sabbath (Shabbat) day focuses on family time, the Shabbat meal and the Synagogue.  Shabbat is a special day of rest and Jewish people are not allowed to do any work.  At Shabbat, Jewish people share a meal together and all sit round the table.  At the Shabbat meal, the mother lights a candle and says a special prayer.  At the Shabbat meal, Jewish families share Challah bread to help them remember that God provides food.  On Shabbat, Jewish people thank God for creating the world and for all the good things they have, such as food and family.</p> <p><b>Skills:</b>  Talk about special days and special meals.  Use the correct names for things that are special to Jewish people during Shabbat and explain why.  Make a connection between being Jewish and decisions about behaviour.</p>		Special
<p><b>Enquiry question: Why does Christmas matter to Christians?</b></p> <p><b>Knowledge:</b>  Christians celebrate Jesus' birth  Christians believe that Jesus is God and that he was born as a baby in Bethlehem.  Advent for Christians is a time of getting ready for Jesus' coming.  The Bible points out that his birth showed that he was extraordinary.</p> <p><b>Skills:</b>  Give a clear, simple account of Jesus' birth and why Jesus is important to Christians.  Recognise that stories of Jesus' life come from the Gospels.  Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.  Decide what they personally have to be thankful for at Christmas time.</p>	Incarnation	Jesus God Birth Gospels Nativity Thankful Bible Bethlehem Celebrate
<p><b>Enquiry question: What is the good news Jesus brings?</b></p> <p><b>Knowledge:</b>  Christians believe Jesus brings good news for all people (for Christians, this good news includes being loved by God and being forgiven for bad things).  Christians believe Jesus is a friend all (including the poor and friendless).  Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	Gospel	Jesus God Gospel Good news Friendship

<p><b>Skills:</b>  Tell stories from the Bible and link with the concept of good news.  Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.  Recognise that Jesus gives instructions to people about how to behave.  Understand what the Bible says about forgiveness.  Give examples of ways in which Christians follow the teachings of forgiveness and peace in the Bible.  Give examples of how Christians put their beliefs into practice in the church community and their own lives.  Think, talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn, exploring different ideas.</p>		Forgiveness Peace Bible
<p><b>Enquiry question: Why does Easter matter to Christians?</b></p> <p><b>Knowledge:</b>  Easter is important in the big story of the Bible.  Christians believe Jesus rose again, giving people hope of a new life.  The Bible says that Jesus rode into Jerusalem on a donkey on Palm Sunday, Jesus died on the cross on Good Friday and Jesus rose again on Easter Sunday.</p> <p><b>Skills:</b>  Recognise that incarnation and salvation are part of the big story of the Bible.  Tell stories of Holy Week and Easter from the Bible and recognise a link with salvation.  Recognise that Jesus gives instructions about how to behave.  Explore emotions in relation to the story of Easter.  Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.  Ask questions about the Easter story.  Think about whether the Easter story has anything to say about hope and/or heaven.</p>	Salvation	Gospel Good news Bible Jesus Palm Sunday Good Friday Easter Sunday Forgiveness Peace Church
<p><b>Enquiry question: What do Christians believe God is like?</b></p> <p><b>Knowledge:</b>  Christians believe in God, and they find out about him in the Bible.  Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p>	God	Parable The Lost Son Jonah Father God

<p>Christians worship God and try to live in ways that please him.</p> <p><b>Skills:</b>  Identify what a parable is.  Tell the story of the Lost Son from the Bible simply, and recognise the link with the concept of God as a forgiving father (give simple accounts of what this story means to Christians)  Reflect on what can be learnt from the story of the lost son.  Give clear, simple accounts of Give examples of ways in which Christians show their belief in God as loving and forgiving.  Tell the key points from the story of Jonah in the Bible and recognise a link with the concept of God.  Give an example of a way in which Christians could use the story of Jonah to guide their beliefs about God, e.g. seeing God as Lord.  Give clear, simple accounts of what these texts (The Lost Son and the story of Jonah) mean to Christians.  Give examples of how Christians put their beliefs into practice in worship.</p>		<p>Forgiving  Loving  Saves</p>
<p><b>Enquiry question: How important are Rosh Hashanah and Yom Kippur to Jewish children?</b></p> <p><b>Knowledge:</b>  Rosh Hashanah and Yom Kippur are Jewish celebration.  Forgiveness means letting go of something and moving on.  At the beginning of Rosh Hashanah, Jewish Rabbis blow the shofar to mark the start of 10 days of saying sorry for things they want forgiveness for over the past year.  During Rosh Hashanah, Jewish families have a special meal.  During Rosh Hashanah, Jewish people make plans for things they want to achieve over the coming year.  The 10 day period is between Rosh Hashanah and Yom Kippur.  Yom Kippur is a time of reflection. Some Jews wear white and fast during this time.</p> <p><b>Skills:</b>  Reflect on what Rosh Hashanah and Yom Kippur mean to us.  Discuss what Jewish people in the synagogue at Rosh Hashanah and Yom Kippur might be thinking.  Order pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur.</p> <p><i>Inspirational people to explore: Rabbi Israel Salanter</i></p>	<p>Celebrations</p>	<p>Forgiveness  Rosh Hashanah  Jewish traditions  Rabbi  Yom Kippur  Reflection</p>

	Knowledge/Skills	Concepts	Vocabulary
Y2	<p><u>Enquiry question: How was the world made?</u></p> <p><b>Knowledge:</b>            Christians believe that God created the world and everything in it.            Christians believe that God wants people to look after the world as he created it for them and gave it to them to enjoy and to look after.            People from different religions and with different worldviews have varying ideas about how the world was made.            People treat the world in positive and negative ways            Christians believe humans should care for the world because it belongs to God.            Christians believe God has a unique relationship with human beings</p> <p><b>Skills:</b>            Retell the Christian creation story and be able to talk about it.            Give at least two reasons of what Christians do to look after the world            Give reasons for whether God would be pleased/not pleased with the different ways people treat the world.            Reflect on how you now think people should treat the world.            Explain what the creation story tells Christians about God, creation and the world.</p> <p><i>Inspirational places to explore: 7 Natural Wonders of the World</i></p>	Creation/Fall	Create Creation Creator Nature Environment Worldviews



<p><b>Enquiry question: What was special about Jesus' birth?</b></p> <p><b>Knowledge:</b>  Christians celebrate Jesus' birth.  Christians believe that Jesus is God and that he was born as a baby in Bethlehem.  The Bible points out that his birth showed he was extraordinary and that he came to bring good news.  Advent for Christians is a time of getting ready for Jesus' coming.</p> <p><b>Skills:</b>  Recognise that incarnation is part of the big story of the Bible.  Tell the story of the birth of Jesus and recognise the link with incarnation/Jesus is God on earth.  Give at least two examples of ways in which Christians use the nativity story in churches and at home for example, using nativity scenes and carols to celebrate Jesus' birth.  Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example, about being kind and generous.</p>	<p>Incarnation</p>	<p>Jesus  Birth  Good news  Advent  Incarnation  Nativity</p>
<p><b>Enquiry question: How much does thankfulness matter?</b></p> <p><b>Knowledge:</b>  Christians believe Jesus brings good news for all people (for Christians, this good news includes being loved by God, and being forgiven for bad things).  Christians believe Jesus is a friend to the poor and friendless.  Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p><b>Skills:</b>  Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.  Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.  Describe how Christians show their beliefs: for example, thanking God in prayer.  Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.  Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>Gospel</p>	<p>Jesus  Good news  Friendship  Thankfulness  Trust  Prayer</p>

<p><b>Enquiry question: What is the most important thing about the Easter story for Christians?</b></p> <p><b>Knowledge:</b>  Easter is very important in the 'big' story of the Bible.  Christians believe Jesus rose again, giving people hope of a new life.  Many Christians celebrate Easter Sunday by singing happy, joyful songs at church.  Easter is a time for sadness, reflection, joy and hope for Christians.</p> <p><b>Skills:</b>  Recognise that God, incarnation, gospel and salvation are part of the big story of the Bible.  Tell stories of Holy week and Easter and make a link with the idea of salvation (Jesus rescuing people).  Recognise that Jesus gives instructions about how to behave.  Give at least 3 examples of how Christians show their beliefs about Jesus as saviour in church worship.  Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important) exploring different ideas.</p>	<p>Salvation</p>	<p>Easter  Salvation  Jesus  New life  Hope  Church  Holy Week  Rescue</p>
<p><b>Enquiry question: Does going to a mosque give Muslims a sense of belonging?</b></p> <p><b>Knowledge:</b>  Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammed said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers.'  Different mosques all have similar things inside.  Muslims perform ritual washing before they pray.  Muslims pray in different contexts, including at work, Hajj, in a mosque, at home, on the street etc.</p> <p><b>Skills:</b>  Understand why Muslims visit the mosque and explore whether this gives them a sense of belonging.  Understand how meeting in a certain place could make someone feel like they belong.  Explain what happens when Muslims pray alone or at the mosque.  Allah is the name of the Muslim God.  The holy book for Muslims is called the Qur'an.  Allah asks Muslims to pray in the Qur'an.</p> <p><i>Inspirational people to explore: Mo Farrah</i>  <i>Inspirational places to explore: The Mosque of Mecca</i></p>	<p>Community/belonging</p>	<p>Muslims  Mosque  Belonging</p>

	<p><b>Enquiry question: Does praying at regular intervals help a Muslim in his/her everyday life?</b></p> <p><b>Knowledge:</b>  Muslims show commitment when they pray.  Prayers are said to focus on God (Allah) and to talk to him.  Muslims have different prayer postures when they pray.  Muslims pray because God has asked them to and it says it in the holy book, The Quar'an.  Some Muslims commit to praying 5 times a day.  Each prayer posture symbolises something different.</p> <p><b>Skills:</b>  Explain what commitment means to us and to Muslims.  Explain how it feels to stop doing something to reach the target set.  Describe how Muslims pray and explain why they do this.  Reflect on how praying 5 times a day might help in some ways more than others.  Consider the different postures, actions and prayers that some Muslims use to focus on God (Allah) and their significance.  Discuss what impact praying five times a day would have on a Muslim's daily life.</p>	Prayer	Muslim Prayer Allah Qur'an Commitment

	Knowledge/Skills	Concepts	Vocabulary
Y3	<p><b>Enquiry question: How can Brahman be everywhere and in everything?</b></p> <p><b>Knowledge:</b>  Their God is called Brahman.  Santhanis believe that Brahman is omnipresent.  Santhanis use the different deities at home, in the temple and in Puja.  The main 3 deities are called the tri-murti and they each represent something different.  Brahma – creator Vishnu – preserver Shiva – destroyer.</p>	God	Sanatana Dharma Santhani Brahman Deity Temple Puja Tri-murti Brahma

<p><b>Skills:</b>  Describe what a Santhani might believe about one of the Santhani gods and start to understand that Brahman is in everything.  Understand the Santhani belief that there is one God with many different aspects.  Consider how Brahman could look like so many different things.  Tell the story from the Hindu tradition of one of the God's e.g. Ganesha/Lakshmi.</p>		Vishnu Shiva Omnipresent
<p><b>Enquiry question: Has Christmas lost its true meaning?</b></p> <p><b>Knowledge:</b>  Christmas is very important to Christians as they celebrate God's son coming to Earth to help people (The Incarnation).  The Shepherds, wise men, the star and gifts were all significant at Christmas.</p> <p><b>Skills:</b>  Explain what Christmas means to me and talk about whether this involves giving and receiving gifts.  Explain the Christian believe that Jesus was God in human form and why God gave him to the world.  Consider what Christmas means to Christians and reflect on what it means to us.  Look at and discuss items such as an advent candle, Christmas pudding, advent calendar, Christmas carol lyrics, Christmas card, Christmas star decoration etc. Consider what these items are and how they are used.  Read the Christmas story and reinforce the significance of the shepherds, wise men, star, gifts etc.  Compare secular aspects of Christmas with Christian aspects.  Sort religious and non-religious words relating to Christmas.  Consider whether Christmas has lost its true meaning.</p>	Incarnation	Christmas God's son Significant Meaning
<p><b>Enquiry question: Would visiting the river Ganges feel special to a non-Santhani?</b></p> <p><b>Knowledge:</b>  The River Ganges is a very important river to Santhanis.  Santhanis wash themselves in the River Ganges to wash away the bits of their lives and the things they have done that God would not be pleased with.  Santhanis believe Brahman is in the water and has a cleaning power to help them become good people.</p> <p><b>Skills:</b>  Understand the significance of the River Ganges both for a Santhani and non-Santhani.</p>	Celebrations	River Ganges River Washing Cleaning power

<p>To explain why water is important. Describe a Santhani ritual that happens in/at the River Ganges and explain why this is important and significant to the Santhanis (previously referred to as Hindus) taking part in it. Empathise with the special feelings a Santhani might experience when taking part in a ritual at the River Ganges.</p> <p><i>Inspirational places to explore: River Ganges</i></p>		
<p><b><u>Enquiry question: Why do Christians call the day Jesus died Good Friday?</u></b></p> <p><b><u>Knowledge:</u></b> Christians remember and celebrate Jesus' last week, death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead; and so is still alive today. Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p><b><u>Skills:</u></b> Order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's big story. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own, clearly.</p>	Salvation	Holy Week Gospels Easter Last Supper Good Friday Disciples Easter Sunday Resurrection
<p><b><u>Enquiry question: What kind of world did Jesus want?</u></b></p> <p><b><u>Knowledge:</u></b> Jesus shows love and forgiveness to unlikely people. Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour. Christians try to be like Jesus – they want to know him better.</p>	Gospel	Jesus Love Forgiveness Social justice Fishers of people Gospel Good News

	<p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p><b>Skills:</b>          Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.          Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.          Make simple links between Bible texts and the concept of 'Gospel' (good news).          Give examples of how Christians try to show love to all.          Make links between the Bible stories studied and the importance of love in the world today, expressing own ideas clearly.</p> <p><i>Inspirational people to explore: Greta Thunberg.          Global neighbours links.</i></p>		
	<p><b>Enquiry question: Do Sikhs think it is important to share?</b></p> <p><b>Knowledge:</b>          Sikhs share because their Holy Book tells them to share with people in need.          Sharing is important to Sikhs because they believe God wants them to do this.          Sikhs share the Langar (shared meal that is offered free to anyone) and festivals like Vaisakhi.          Sikhs share their time and money to help people.          Sikhs share in celebrations, worship and the Langar.</p> <p><b>Skills:</b>          Explore how Sikh beliefs affect their ways of life and the importance they place on sharing.          Discuss why it is important to share even though it is not always easy.          Describe some ways that Sikhs share and explain why it is important to them because of their beliefs.          Share own view of whether sharing is important to Sikhs or not.          Describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them.</p>	Sharing and community	Sharing Community Langar Guru

	Knowledge/Skills	Concepts	Vocabulary
Y4	<p><u>Enquiry question: How important is it for Jewish people to do what God asks them to do?</u></p> <p><b>Knowledge:</b>            Not working is showing respect to God because all the time is spent with the family or at the synagogue focusing on God and remembering their religion.            Keeping Kashrut helps Jews show God they value their special relationship with him.            God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as he asks.            Passover is important because it celebrates Jews' ancestors leaving slavery in Egypt led by Moses.            The food on the Seder plate symbolises the escape; salt water represents the tears of slavery, gratitude for freedom.</p> <p><b>Skills:</b>            Discuss why instructions should be followed to not eat certain foods.            Think about who people would listen to and why.            Describe some of the things Jews do to show respect to God.            Start to identify how it would feel to keep Kashrut.            Understand how celebrating Passover and keeping Kashrut (food laws) helps Jews show God they value their relationship with him.</p> <p><i>Inspirational people to explore: Moses</i></p>	Celebration	Kashrut Jewish Instructions Seder plate
	<p><u>Enquiry question: Why do Christians think of Jesus as the light of the world?</u></p> <p><b>Knowledge:</b>            Christians believe God is Trinity: Father, Son and Holy Spirit.            Christians believe the Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.            Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.            Understanding God is challenging: people spend their whole lives learning more and more about God.</p>	Incarnation	Trinity Father Son Holy Spirit Gospel Light Darkness

<p>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p><b>Skills:</b>  Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels (referencing light).  Offer suggestions for what texts about God might mean in relation to being the light of the world.  Give examples of what the texts studied mean to some Christians.  Describe how Christians show their beliefs about God the Trinity in the way they live.  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 their own clearly.</p>		
<p><b>Enquiry question: How special is the relationship that Jewish people have with God?</b></p> <p><b>Knowledge:</b>  Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship.  Jews thank God by trying to keep the Ten Commandments, by going to the synagogue and by not eating pork.  God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son.  God made that promise then and Jewish people believe that he has always kept his promise to look after them.  Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.  Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to him.  When Jews go in their houses, they touch the Mezuzah* to remember their special God.  *contains a special scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God. It says that Jewish people should love God and keep his rules.</p> <p><b>Skills:</b>  Understand the special relationship between Jews and God and the promises they make to each other..  Give examples of agreement and contracts and explain how it would feel if one was broken.  Say and affirmation/promise you would like to make.</p>	<p>Relationship with God/covenant</p>	<p>Agreement  Contract  Jewish  Relationship  Mezuzah</p>



<p>Start to explain what makes Jewish people believe they have a special relationship with God. Tell some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><i>Inspirational people to explore: Abraham</i></p>		
<p><b><u>Enquiry question: Why do Christians still remember the events of the Easter week?</u></b></p> <p><b><u>Knowledge:</u></b> Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</p> <p><b><u>Skills:</u></b> Offer suggestions about what the narrative of the last supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives, for example, prayer, serving, sharing the message and the example of Jesus. 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 people think and live.</p>	Salvation	Salvation Death Resurrection Holy Week The Last Supper Judas Peter Betray Maundy Thursday Communion
<p><b><u>Enquiry question: When Jesus left, what was the impact of Pentecost?</u></b></p> <p><b><u>Knowledge:</u></b> Christians believe that Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</p>	Kingdom of God	Holy Spirit King Kingdom of God Pentecost Peter

	<p><b>Skills:</b>          Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.          Offer suggestions about what the description of Pentecost in Acts 2 might mean.          Give examples of what Pentecost means to some Christians now.          Make simple links between the description of the Day of Pentecost in Acts 2, the Holy spirit and the kingdom of God, and how Christians live their whole lives and in their church communities.          Make links between ideas about the kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p><i>Inspirational people to explore: Peter</i></p>		
	<p><b><u>Enquiry question: How important is the prophet Muhammed for Muslims?</u></b></p> <p><b>Knowledge:</b>          Muslims believe there is one God called Allah.          Muslims believe that Allah will reward them if they follow the example of Muhammed.          Islam began when the prophet Muhammed helped set out Allah's wishes.          Islam has many prophets in common with Judaism and Christianity like Abraham and Moses.          Muhammed is treated with such respect that whenever they say or write his name, they include a blessing "peace be upon him".          Muhammed helped share Allah's wishes about how people should live their lives.          Many parts of Muslim belief come from key moments in Muhammed's life like the forming of the 5 pillars – Shahada, Salat, Zakat, Fasting, Hajj.</p> <p><b>Skills:</b>          Understand who the prophet Muhammed is and his role and importance to Muslims.          Children explain who is an important person to them and why          Rank and identify what are the most important parts of the life of Muhammed to a Muslim          Explain reasons for choosing certain facts about Muhammed's life above others</p>	<p>The prophet Muhammed</p>	<p>Special Prophet Allah Muhammed 5 pillars</p>

	Knowledge/Skills	Concepts	Vocabulary
Y5	<p><u>Enquiry question: What would Jesus do?</u></p> <p><b>Knowledge:</b>  The good news is not just about setting an example for good behaviour and challenging bad behaviour, it is that Jesus offers a way to heal the damage done by human sin.  Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving weak and vulnerable, not making people comfortable.  Christians believe that they should bring this good news to life in the world in different ways, within their church family in their personal lives, with family, their neighbours, in the local, national and global community.</p> <p><b>Skills:</b>  Identify features of Gospel texts (for example, teachings, parable, and narrative).  Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.  Make clear connections between Gospel texts, Jesus' good news, and how Christians live in the Christian community and in their individual lives.  Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p><i>Inspirational people to explore: Corrie Ten Boom  Global neighbours links.</i></p>	Gospel	Good news Healing Parables Sermon on the Mount Peace Forgiveness Healing Community
	<p><u>Enquiry question: Is the Christmas story true?</u></p> <p><b>Knowledge:</b>  Christians believe that Jesus is the incarnation of God on Earth (God in human form).  God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</p>	Incarnation	Eye witness Subjective Historical, scientific, personal Truth Incarnation

<p>In Luke it says an angel visited Mary and told her she would give birth to Jesus and he would be the son of God. It also say the shepherds visited baby Jesus.          In Matthew it says that an angel appeared to Joseph in a dream and told him that Mary would give birth to baby Jesus.          In Matthew it says that Kings visited Jesus with gold, frankincense and myrrh.</p> <p><b>Skills:</b>          Evaluate different accounts of the Christmas story and understand that stories can be true in different ways.          Explain how 'true' could mean different things to different people and how stories can be 'true' in different ways.          Start to explain the Christian belief that Jesus was the incarnation of God.          Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.          Investigate different accounts of the Christmas story in the bible – Luke Ch 1: 26-38 and Ch 2: 1-20.          Matthew Ch 1: 18 – Ch 2: 12. Discuss whose account is true and why.          Notice similarities and differences between the two accounts.</p>		
<p><b>Enquiry question: How can following God bring freedom and justice?</b></p> <p><b>Knowledge:</b>          The Old Testament pieces together the story of the People of God.          The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery and sin.          Christians apply this idea to living today by trying to serve God and to bring freedom to others by loving others, caring for others, bringing justice and telling the story of Jesus.</p> <p><b>Skills:</b>          Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.          Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.          Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.          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.</p> <p><i>Inspirational people to explore: Desmond Tutu          Global neighbours links.</i></p>	People of God	Old Testament Moses Exodus Rescue Slavery Sin Freedom Justice Salvation

	<p><b>Enquiry question: What did Jesus do to save human beings?</b></p> <p><b>Knowledge:</b>  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of Jesus’ death and resurrection.  The New Testament says that Jesus death was somehow ‘for us’.  Christians interpret this in a variety of ways, for example, as a sacrifice for sin, as a victory over sin, death and the devil, paying the punishment as a substitute for everyone’s sins, rescuing the lost and leading them to God, leading from darkness to light.  Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, Eucharist or the Mass).  Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> <p><b>Skills:</b>  Outline the timelines of the big story of the Bible, explaining how Incarnation and Salvation fit within it.  Explain what Christians mean when they say that Jesus death was a sacrifice, using theological terms.  Suggest meaning for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts.  Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/the Lord’s supper.  Show how Christians put their beliefs into practice.  Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	Salvation	Salvation Relationship Gospels Death Resurrection Sacrifice Victory Rescue Communion
	<p><b>Enquiry question: What is the best way for a Muslim to show commitment to God?</b></p> <p><b>Knowledge:</b>  Muslims follow the five pillars of Islam.  It is a Muslims duty to pray to Allah five times a day. Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him.  Know what it means to make a commitment.  Commitment often means putting someone or something else before yourself and doing difficult things that you may not want to do.</p>	Beliefs and practices	Commitment Pillars of Islam Muslim Zakah Duty Ramadan Qur’an

<p>You can show commitment by doing something on a regular basis and by demonstrating hard work, loyalty and belief.</p> <p>The Muslim holy day is on a Friday.</p> <p>Muslims believe they can worship God anywhere. However, many Muslims choose to go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day.</p> <p>Zakah (giving to charity) shows commitment to God. Muslims give to charity as they believe everything they own belongs to God.</p> <p>The fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight.</p> <p>Muslims fast because Allah (God) says in the Qur'an that they should. Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking.</p> <p>Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.</p> <p><b>Skills:</b></p> <p>Discuss whether it is easy/difficult to keep a commitment. Think of reasons why keeping a commitment might be difficult and give examples.</p> <p>Understand some of the ways Muslims show commitment to God and evaluate whether there is a best way.</p> <p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p><i>Inspirational places to explore: Mecca</i></p>		
<p><b>Enquiry question: How could Humanists lead good lives?</b></p> <p><b>Knowledge:</b></p> <p>Humanists believe that as we are all human, we are equal. We do not have to agree on everything, but we should be allowed our opinion as long as that is not unfair or disrespectful to others.</p> <p>Humanists follow the 'golden rule', which is 'Treat others as you would like to be treated.'</p> <p>Humanists believe that human life is precious and humans only have one life.</p> <p>People have different worldviews and different ideas about what is 'true'.</p> <p>Humanism is not a religion.</p> <p>Humanists believe that science gives many answers about life.</p> <p>Many humanists consider some scientists to be an example to us such as Charles Darwin.</p> <p>Humanists celebrate key moments in life by having ceremonies.</p>	Empathy	Worldviews Non-religious Golden rule Humanism Humanist Charles Darwin Empathy

	<p><b>Skills:</b>          Reflect on what Humanists believe is important and how this might affect how they choose to live their lives.          Consider what makes us human.          Consider how a Humanist's view on life after death might affect their view on life.          Consider the importance of empathy and the impact this has on others.</p>		
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	Knowledge/Skills	Concepts	Vocabulary
Y6	<p><u>Enquiry question: Creation and science, conflicting or complementary?</u></p> <p><b>Knowledge:</b>            Creation is an important part of the 'big story' of the Bible for Christians.            There are many scientists through history and today who are Christians.            There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts, relating to the purpose and interpretation of the texts.            The discoveries of science make Christians reflect even more on the power and majesty of their Creator.</p> <p><b>Skills:</b>            Identify what type of text some Christians say Genesis 1 is, and its purpose.            Suggest what Genesis 1 might mean, comparing ideas with ways in which Christians interpret it, showing awareness of different interpretations.            Make clear connections between Genesis 1 and the Christian belief about God as Creator.            Show understanding of why some Christians find science and faith compatible.            Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.            Weigh up how well humans are responding to the responsibility of taking care of the Earth, taking into account religious and non-religious viewpoints.</p> <p><i>Inspirational places to explore: The Rondo Chapel</i></p>	Creation/Fall	Science Faith Genesis Religious Non-religious Creator Evidence Responsibility

<p><i>Inspirational people to explore: Dr Jennifer Wiseman</i></p>		
<p><b><u>Enquiry question: Was Jesus the messiah?</u></b></p> <p><b><u>Knowledge:</u></b>  Christians believe Jesus is God in the flesh.  Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore relationship between humans and God.  Christians believe that Jesus is the Messiah.  Jesus was Jewish by blood.  The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.  Jewish people do not think Jesus is the Messiah.  Christians see Jesus as their saviour.</p> <p><b><u>Skills:</u></b>  Explain the place of incarnation and Messiah within the big story of the Bible.  Identify gospel and prophecy texts, using technical terms.  Explain connections between biblical texts, incarnation and messiah using theological terms.  Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.  Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.  Weigh up how far the idea that Jesus is the Messiah – a saviour from God – is important in the world today and, if it is true, what difference that might make in peoples' lives.</p>	<p>Incarnation</p>	<p>Messiah  Incarnation  Saviour  Prophecy</p>
<p><b><u>Enquiry question: What kind of king is Jesus?</u></b></p> <p><b><u>Knowledge:</u></b>  Jesus told many parables about the Kingdom of God which suggest that the Kingdom of God has already begun through the life, teaching and example of Jesus as well as through the lives of Christians.  In the Bible, the Kingdom of God is compared to a feast where all are invited to join in. Not everyone chooses to do so.  Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and the world.</p> <p><b><u>Skills:</u></b></p>	<p>Kingdom of God</p>	<p>Kingdom of God  Parable  Injustice  Worship  Community</p>



<p>Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. 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 in service to the community. Relate Christian teachings or beliefs about God’s kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p><i>Global neighbours links.</i></p>		
<p><b><u>Enquiry question: What difference does the resurrection make to Christians?</u></b></p> <p><b><u>Knowledge:</u></b> Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give account of Jesus’ death and resurrection. Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in new life (heaven).</p> <p><b><u>Skills:</u></b> Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify own responses as to what difference belief in the Resurrection might make to how people might respond to challenges and problems in the world today.</p>	Salvation	Resurrection Salvation Incarnation Gospels Sacrifice Hope Good Friday Easter Sunday

<p><b>Enquiry question: What is the best way for a Santhani to show commitment to God?</b></p> <p><b>Knowledge:</b>  Santhanis are given guidance on how to live their lives through the Vedas (Holy Book).  Santhanis have many practices that help them show their commitment to God. They follow the Dharma which is the code for leading your life.  For many Santhanis, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe.  Santhanis believe in a universal God called Brahman who takes on many different forms that some Hindus worship as gods or goddesses in their own rights.  Santhanis worship God at the temple and also at home where they have a shrine.  Puja is a form of Santhani worship. Santhanis have many artefacts that they use to perform Puja and they also give offerings to God.  The River Ganges is an important place for Santhanis. Santhanis go on a pilgrimage there.  People wash in the River Ganges to be cleansed. It might be more important to some Santhanis to make this pilgrimage than others.</p> <p><b>Skills:</b>  Show an understanding of why people show commitment in different ways.  Describe how different practices enable Santhanis to show their commitment to God. Understand that some of these will be more significant to some Santhanis than others.  Express why Santhanis might choose different ways to show commitment to God.  Consider what ‘commitment’ means.  Evaluate how important it is to show commitment.  Consider why Santhanis treat their gods/goddesses in such a special way.  Consider what it means to be cleansed.</p> <p><i>Inspirational places to explore: The River Ganges</i></p>	Prayer and worship	Hindu Traditions Sanatana Dharma Santhanis Commitment Gods/Goddesses Vedas River Ganges Cleansing/cleansed
<p><b>Enquiry question: What is the best way for a Sikh to show commitment to God (Waheguru)?</b></p> <p><b>Knowledge:</b>  Sikhs are committed to God and show their commitment in different ways.  Sikhs also pray and worship in the Gurdwara.  ‘Sewa’ means helping others. This can mean giving money or giving time. It can be caring for people who are ill, cleaning the Gurdwara or helping to serve the Langar.</p>	Prayer and worship	Guru Commitment Turban Worship

<p>There were 10 living Gurus, and a holy book called the Guru Granth Sahib. The Guru Granth Sahib is treated with respect. Sikh teaching that everyone is equal. God's love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way. Many Sikhs wear the 5 Ks to show their commitment - (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair).</p> <p><b><u>Skills:</u></b> Understand how Sikhs show their commitment to God and to evaluate if there is a best way. Understand why people show commitment in different ways Describe how different practices enable Sikhs to show their commitment to God Understand how some practices will be more significant to some Sikhs than others Express own views about the best way a Sikh could show commitment to God</p>		
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