

St Swithun's C of E Primary Academy

Progression Map for Religious Education

	EYFS	Clumber	Rufford	Newstead
Cycle A units of study	<u>Autumn 1</u> UC – Creation Key Questions/focus: Why is the word “God” so important to Christians? The Creation story Who should look after the animals God created? How can we help with this Religion: Christianity	<u>Autumn 1</u> 1.2- Myself and caring for others Enquiry Question: How do we show we care for others? Why does it matter? Religions: Christianity, Judaism	<u>Autumn 1</u> Unit 3.1 - Beliefs and Questions Enquiry Questions: What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives? Religion: Christianity	<u>Autumn 1</u> Unit 5.3 – Beliefs and Questions Enquiry Question: How do people’s beliefs about God, the world and others have impact on their lives? Religions: Islam, Hinduism, WV (Humanism)
Key Vocabulary	God, Christians, creation, bible, created, life, creatures, living things, care, harvest, thankful, respectful, respect, welfare, caring, community, treasure, litter, pollution, environment, harmful.	Religion, Christian, Jewish, church, synagogue, symbol, God, caring, kindness, tolerance, beliefs	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values	Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.
	<u>Autumn 2</u> F1 - Which stories are special and why? U.C- Incarnation: Why do Christians perform nativity plays at Christmas? Key Questions/focus: Our favourite stories Where will I find special Christian stories? Read some stories from the bible Why is the nativity story special? Religion: Christianity	<u>Autumn 2</u> U.C- Incarnation Enquiry Question: Religion: Christianity	<u>Autumn 2</u> Unit 3.2 - Religion, family and community: Prayer Enquiry Question: How do religious families and communities practice their faith? The example of prayer Religions: Christianity and Islam	<u>Autumn 2</u> UC Incarnation 2b4 Enquiry Question: Was Jesus the Messiah? Religion: Christianity

Key Vocabulary	God, bible, stories, parables, Christians, Christianity, Jesus, sacred, special UC – Christians, God, Jesus, Christmas, nativity, bible, church, birthday, birth, Christ, saviour, manger, gold, frankincense, myrrh, stable, holy, presents, gift	Religion, Christian, Christmas, celebration, festival, Jesus, shepherds, angels, wise men, Kings, stable, Bethlehem, Nazareth, gold, myrrh, frankincense	Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.	Messiah, prophet, incarnation, gospel, saviour, resurrection, rescuer, anointed, exile, transfiguration, orthodox
	<u>Spring 1</u> F2 - Which people are special and why? Key Questions/focus: Special people in our lives Special people within school and the community Special people within the UK Who is special to Christians and why? Religion: Christianity	<u>Spring 1</u> Unit 1.4 – Symbols in religious worship and practice Enquiry Question: In what ways are churches/synagogues important to believers? Religions: Christianity and Judaism	<u>Spring 1</u> UC – Creation 2a1 Enquiry Question: What do Christians learn from the Creation story? Religion: Christianity	<u>Spring 1</u> UC – Kingdom of God 2b8 Enquiry Question: What Kind of King is Jesus? Unit 5.1 – Inspirational people in today's world Enquiry Question: What can we learn from great leaders and inspiring examples in today's world? Religions: WV and free selection
Key Vocabulary	God, Jesus, bible, special, family, love, school, community, Reverend, head teacher, teacher, friends, friendship, disciples, stories, parables, kindness	Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, altar, font, bible, worship, holiness, sacred, God	God, Creation, Fall, Genesis, creator, commandments, forgive, forgiveness, compassion, obedience, worship, disobedience, punishment, parables, sacrament, penance, reconciliation, confession,	Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.
	<u>Spring 2</u> U.C- Salvation Enquiry Question: Why do Christians put a cross in an Easter Garden? Key Questions/focus: Why do Christians celebrate Easter? Why is Easter such an important Christian celebration? What happened during Easter week? Why is the cross an important symbol? What did Jesus teach us? Religion: Christianity	<u>Spring 2</u> UC – Salvation Enquiry Question: Why does Easter matter to Christians? Religion: Christianity	<u>Spring 2</u> UC – Salvation 2a5 Enquiry Question: Why do Christians call the day Jesus died Good Friday? Religion: Christianity	<u>Spring 2</u> UC – Salvation Enquiry Question: What did Jesus do to save human beings? Religion: Christianity
Key Vocabulary	Easter, Christians, celebrate, crucified, cross, palm Sunday, Good Friday, Easter Sunday, resurrection, hosanna, jealous,	Incarnation, salvation, Gospel, Holy week, Easter, Christians, celebrate, crucified, palm Sunday, Good Friday, Easter Sunday,	Creation, Fall, Incarnation, Salvation, Gospel, resurrection, worship, Holy week, crucifixion, resurrection, despair, denial,	Creation, Fall, Incarnation, Salvation, Gospel, sacrifice, Holy communion,

	hot cross buns, tomb, betrayed, commandments, Samaritan	betrayed, resurrection, tomb, jealous, tradition, heaven, sin, forgive and forget,	betrayal, Maundy Thursday, Passover, symbolism, communion, Eucharist, confession.	resurrection, restoration, Eucharist, Mass, Passover, martyr
	<u>Summer 1</u> F5 – Who are we and how do we belong? Key Questions/focus: What makes me special? Where do I belong? How do Christians show belonging? How are babies welcomed into the church? What happens at a baptism?	<u>Summer 1</u> 1.3 Beliefs and teaching stories of Jesus Enquiry Questions: Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? Religion: Christianity	<u>Summer 1</u> Unit 3.3 – Worship and Sacred Places Enquiry Question: Where, how and why do people worship? Religions: Christianity, Hindu, Islam	<u>Summer 1</u> UC – Gospel 2b5 Enquiry Question: What would Jesus do? Unit 5.2 – Religion and the individual: What matters to Christians? Enquiry Question: What is expected of a person in following a religion or belief? Religion: Christianity
Key Vocabulary	Belonging, God, Jesus, special, same, different, families, parents, brothers, sisters, Christians, Christianity, church, Reverend, symbols, cross, baptism, font, holy water, prayers	Christian, bible, stories, parables, miracles, Jesus, thankful, faith, belief, God	Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.
	<u>Summer 2</u> F6 – Our wonderful world: how can we care for living things and the earth? Key Questions/focus: How do Christians believe the world was created? What did God create? Where do we fit into the world? Whose responsibility is it to care for the world? How are humans damaging the world?	<u>Summer 2</u> UC Gospel Enquiry Question: What is the good news that Jesus brings? Religion: Christianity	<u>Summer 2</u> Unit 3.4 – Inspirational People from the Past Enquiry Question: What can we learn from inspiring people in sacred texts and in the history of religions? Religions: Christianity, Judaism and Islam	<u>Summer 2</u> Unit 5.4 – Beliefs in action in the world Enquiry Question: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Religions: Christianity and Islam
Key Vocabulary	World, earth, Christians, creation, bible, God, living things, nature, calming, globe, countries, United Kingdom, recycling, environments, pollution,	Christians, gospel, good news, bible, old testament, new testament, friendship, forgiveness, forgive, sorry, peace, sin, disciples, homeless, charity, sacred, confession, trust, prayer, poor, friendless,	Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.	Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values,
Cycle B				
Cycle B units of study	Same as cycle A	<u>Autumn 1</u> Unit 2.1 – Leaders Enquiry Question:	<u>Autumn 1</u> Unit 4.2 – Symbols and religious expression	<u>Autumn 1</u> UC God Enquiry Question:

		What makes some people inspiring to others? Moses and St. Peter Religions: Christianity, Judaism, WV (Eg Humanism)	Enquiry Question: How do people express their religious and spiritual ideas on pilgrimages? Religions: Christianity, Hinduism, Islam and WV	What does it mean if God is holy and loving? Religion: Christianity
Key Vocabulary		Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.	Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, religious.	Christians, Christianity, God, holy, loving, biblical texts, power, character, psalm, prophet, omnipotent, omniscient, eternal, injustice, holiness, pure, architecture, worship,
		<u>Autumn 2</u> UC Incarnation Enquiry Question: Why does Christmas matter to Christians? Unit 1.1 – Celebrations and Festivals Enquiry Question: Who celebrates what and why? Religions: Christianity, Judaism	<u>Autumn 2</u> UC Incarnation Enquiry Question: What is a Trinity? Religion: Christianity.	<u>Autumn 2</u> Unit 6.1 – Teachings, Wisdom and Authority Enquiry Questions: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Religion: WV and free select
Key Vocabulary		Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	Incarnation, God, gospel, cleansing, reflective, fast-flowing, thirst-quenching, refreshing, life-giving, powerful, baptism, trinity, symbolic, Holy spirit, humanity, Corinthians, supernatural, the Grace, creator, rescuer, saviour,	Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.
		<u>Spring 1</u> Unit 2.2 – Believing Enquiry Questions: What do Jewish people believe about God, creation, humanity, and the natural world? What are some of the ways Jewish people show their beliefs and how they belong? Religion: Judaism	<u>Spring 1</u> Unit 4.4 – Religion, family, community, worship, celebration, ways of living Enquiry Question: How do Hindu families practice their faith? What are the deeper meanings of some Hindu festivals? Religions: Hinduism	<u>Spring 1</u> Unit 6.2 – Religion, worldviews, family and community Enquiry Questions: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect? Religions: Christianity, Islam, Judaism, Hinduism, WV
Key Vocabulary		Believe, creation, humanity, Judaism, Jewish, belief, belonging, natural world, Shabbat, Rabbi, synagogue, symbol, ark	Hinduism, Hindu, religion, community, worship, celebration, Rama, Sita, Diwali, gods, goddesses, Mandir, murtis, karma,	Christianity, Islam, Judaism, Hinduism, Christians, Jewish, Hindus, Muslims, tolerance, respect, inter-faith, harmony,

		Torah, bimah, worship, holiness, sacred, Almighty, eternal	dharma, spiritual, ritual, symbolic, commitment, Brahman, charity	moral values, religious plurality, co-operation, charitable, empathy, tension, conflict
		<u>Spring 2</u> UC Salvation Enquiry Question: Why does Easter matter to Christians? Religion: Christianity	<u>Spring 2</u> Unit 4.1 – The journey of life and death Enquiry Questions: Why do some people think life is like a journey? Where do we go? What do different people think about life after death? Religions: Christianity, Hinduism, Islam, WV UC Salvation Enquiry Question: Why do Christians call the day Jesus died Good Friday? Religion: Christianity	<u>Spring 2</u> UC Salvation Enquiry Question: What difference does the resurrection make for Christians? Religion: Christianity
Key Vocabulary		Incarnation, salvation, Gospel, Holy week, Easter, Christians, celebrate, crucified, palm Sunday, Good Friday, Easter Sunday, betrayed, resurrection, tomb, jealous, tradition, heaven, sin, forgive and forget,	Christianity, Christians, Hinduism, Hindus, Islam, Muslims, humanist, reincarnation, life after death, destiny, ritual, symbol, soul, spiritual, heaven, commitment, values, paradise UC - Creation, Fall, Incarnation, Salvation, Gospel, resurrection, worship, Holy week, crucifixion, resurrection, despair, denial, betrayal, Maundy Thursday, Passover, symbolism, communion, Eucharist, confession.	Creation, Fall, Incarnation, Salvation, Gospel, sacrifice, Holy communion, resurrection, restoration, Eucharist, Mass, Passover, martyr
		<u>Summer 1</u> UC God Enquiry Question: What do Christians believe God is like? Religion: Christianity Unit 2.3 – Belonging Enquiry Question: What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? Religion: Christianity	<u>Summer 1</u> UC Kingdom of God Enquiry Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity	<u>Summer 1</u> UC People of God Enquiry Question: How can following god bring freedom and justice? Religion: Christianity Unit 6.3 – Beliefs in action in the world. Global issues. Enquiry Question: How do religions and beliefs respond to global issues of human rights, fairness,

				social justice and the importance of environment? Religions: Christianity, Hinduism, WV
Key Vocabulary		Christianity, Bible, parables, loving, kind, fair, forgiving, sorry, prayers, praise, Lord, worship, Belonging, community, baptism, baptised, Golden rule, Christians, church, symbol, worship, holiness, sacred, Bible,	Christianity, Christians, Pentecost, Kingdom of God, Holy spirit, salvation, resurrection, disciples, Corinthians, Galatians.	Justice, fairness, compassion, responsibility, global aid, development charities, atheist, agnostic, charity, ahimsa, ummah, agape, faith
		<u>Summer 2</u> UC Creation Enquiry Question: Who made the world Religion: Christianity Unit 2.4 – Theme: Story Enquiry Question: How and why are some stories important in religions? Religions: Christianity, Judaism	<u>Summer 2</u> Unit 4.3 – Spiritual Expression Enquiry Question: Christianity, music and worship: What can we learn? Religion: Christianity	<u>Summer 2</u> UC Creation Enquiry Questions: Creation and Science: Conflicting or Complementary? Can Science and faith go hand in hand? Is the Genesis narrative of creation in conflict, or can it be complimentary to a scientific account? Religion: Christianity, WV
		Christianity, Bible, Old testament, New testament, Judaism, Torah, synagogue, church, symbol, courage, persistence, forgiving, God, Creator.	Spiritual, worship, devotion, belief, self-expression, psalms, hymns, Hallelujah,	Creation, Science, conflict, complementary, Genesis, faith, controversy, evidence, debates, interpretation, translation, cosmology, evolution, compatible,

Progression of Knowledge

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Believing	I know some simple ideas about Christian beliefs. I know that the Bible is the Christian sacred text. I know some stories from the bible. I am beginning to relate some stories	I know about some Christian beliefs. I know key aspects of the Jewish faith. I know different faiths have different holy texts and the Bible is the Christian sacred text	I know and can name the two parts of a bible. I can name different stories from different parts of the bible. I know how to retell Christian stories and reflect on what these tell us about right and wrong.	I know how Christians and other religions describe God. I know what Christians believe about creation, the Fall and salvation. I know why Holy Week is important for Christians and how it is celebrated.	I know why it can be difficult to have a faith. I know how to discuss ideas about right and wrong from a faith-based and non-faith-based perspective. I can define key Christian terms (Gospel, incarnation, salvation).	I know that Christians believe in God and can outline a Christian understanding of what God is like. I know that Jesus taught his followers and how his parables can be interpreted. I know how to compare the beliefs of	I know how to reflect on the impact that belief can have on a person's life. I know that Jesus' teachings have had an impact on our lives and can explore how Jesus would view the world today. I know what humanists believe and how this

	from the bible to my own life	I am able to relate some stories from the bible to my own life.	I know the names of Jewish festivals and special days and how they are celebrated. I know that other faiths also have religious stories and can suggest what some of these tell us.	I know that different religions have different beliefs about God. I know some stories about the Prophet Muhammad (PBUH) and some of the deities from Hinduism. I know some different beliefs linked to death and the afterlife. I know about pilgrimages and can identify some religious place of pilgrimage.	I know and can talk about the Christian, Jewish, Muslim and Hindu beliefs about God. I know and can retell some stories about the Prophet Muhammad (PBUH) and some of the deities from Hinduism. I know some ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. I know the difference between spiritual and religious pilgrimages and can name some examples of each.	different religions about life and death. I know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. I know about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'Love your neighbour as you love yourself') from a range of religions and worldviews to help resolve some global problems. I know about key Christian ideas: incarnation, trinity, crucifixion, salvation, resurrection and the Holy Spirit.	compares to Christian beliefs. I know and can explain about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. I know and can talk about spiritual concepts of justice, fairness, compassion and responsibility. I know about and can name at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). I know and can explain the key Christian ideas: incarnation, trinity, crucifixion, salvation, resurrection and the Holy Spirit.
Expressing	I know about some simple Christian symbols e.g candles, cross I know about the key Christian festivals and	I know that different religions use special objects and symbols. I know how Christians and Jews celebrate some religious festivals.	I know how religious symbols and objects are used and what they represent. I know that other religions also have religious festivals and	I know why people pray and how beliefs affect the way prayer takes place. I know how religious stories affect the way religious festivals and	I know how to compare how different religions pray. I know that there are similarities and differences between the way festivals are	I know places of worship are important for different communities. I know there are connections between	I know how different places of worship support believers at difficult times. I know why some believers may see charity as more

	how these are celebrated.		how these compare to Christian festivals.	celebrations take place. I know about the practise of the five daily Islamic prayers. I know some forms of Christian spiritual expression.	celebrated in different religions. I know and can talk about the importance of the five daily Islamic prayers. I know and can talk about different forms of Christian spiritual expression.	religion and art and architecture. I know some of the similarities and differences between Christianity, Judaism, Hinduism and Islam. I know about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, etc .	important than art or architecture. I know and can explain the main similarities and differences between Christianity, Judaism, Hinduism and Islam. I know about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, etc and can explain how these reflect spiritual and religious thoughts. .
Living	I know that a baptism shows belonging to the Christian faith. I know that Christians live their lives following the teachings of Jesus. I know that the church is a special place for Christians. I know who my friends and family are and about some other special people within Christianity. I know that people look after me and I can	I know what happens at a baptism and what the actions represent. I know how to retell stories from the Bible that relate to caring for the World. I know about Christian and Jewish places of worship. I know how and where I belong. I know about the Jewish practise of Shabbat.	I know how to express ideas about the creation story and what this tells us about God. I know the symbolism of certain Christian and Jewish symbols and practises. I know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. I know what attributes make a good leader and can name some	I know some ways in which Christians demonstrate their faith through actions such as singing and worship. I know how Hindus show their faith through puja, aarti and bhajans. I know that worshipping and prayer looks different in different religions. I know that each faith has its own special place of worship.	I know some ways in which being a Christian can be good and why it can be hard. I know how to explain how Hindu faith is represented through worship and other actions. I can explain how worshipping and prayer looks different in different religions. I know and can name the places of worship for Christianity, Judaism, Islam and Hinduism.	I know key elements of Islamic religion such as the five pillars of Islam and beliefs about the prophet Muhammed and Qur'an. I know what values humanists have and how these compare to Christian values. I know there are challenges associated with being Hindu, Christian or Muslim. I know some inspirational people from today's world and linked to different religions.	I know the key functions of a mosque and how these relate to Islamic beliefs. I know the key functions of all places of worship and how these relate to the beliefs of that religion. I know why it can be helpful to have a moral code whether this is based on a religious belief or not. I know there are connections between beliefs in different religions.

	look after others including pets.		leaders from within the Christian and Jewish faith. I know about the importance of Shabbat and can talk about some of the rituals.	I know some similarities and differences between places of worship.	I know and can talk about similarities and differences between places of worship.	I know the ways Christians use some examples of Bible texts to guide them in facing life’s challenges.	I know and can discuss some inspirational people from today’s world and linked to different religions. I know and can explain the ways in which Christians use some examples of Bible texts to guide them in facing life’s challenges.
Progression of Knowledge – Understanding Christianity							
	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
God	N/A	Pupils will know that: Christians believe in God, and that they find out about God in the bible. Christians believe that God is loving, kind fair and also Lord and King; and there are some stories that show this Christians worship God and try to live in ways that show this.	Pupils will know that: Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.	Pupils will know that: Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping Christians believe God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love Christians do not all agree about what God is like but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.			
Creation and Fall	Pupils will know that: The word God is a name Christians believe that God is the creator of the universe	Pupils will know that: God created the universe The Earth and everything in it are important to God	Pupils will know that Christians believe that: God the Creator cares for the creation, including human beings.	Pupils will know that: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.			

	Christians believe that God made our wonderful world so we should look after it	God has a unique relationship with human beings as their Creator and Sustainer Human beings should care for the world because it belongs to God	As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. Bible shows that God <i>wants</i> to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
Incarnation	Pupils will know that: Christians believe that God came to Earth in the human form as Jesus Christians believe that Jesus came to show that all people are precious and special to God	Pupils will know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem 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. Christians celebrate Jesus' birth. Advent for Christians is a time for getting ready for Jesus coming	Pupils will know that: Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Pupils will know that: Jesus was Jewish. Christians believe Jesus is God in the flesh. 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. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour
Gospel	N/A	Pupils will know that: Christians believe that Jesus brings good news for all people	Pupils will know that: Christians believe Jesus challenges everyone about how to live — he sets the	Pupils will know that: Christians believe the good news is not just about setting an example for good

		For Christians, this good news will mean being loved by God, and being forgiven for bad things Christians believe that Jesus is a friend to the poor and friendless Christians believe that Jesus' teachings make people think hard about how to live and show them the right way	example for loving God and your neighbour, putting others first. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	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 the weak and vulnerable, not making people comfortable. Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). 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, with their neighbours, in the local, national and global community.
Salvation	Pupils will know that: Christians remember Jesus' last week at Easter Jesus' name means "He saves" Christians believe that Jesus came to show God's love Christians try to show love to others	Pupils will know that: Easter is very important in the "big story" of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross Christians believe that God builds a bridge between God and humans Christians believe Jesus rose from the dead, giving hope of a new life	Pupils will know that: 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 earth to do. 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.	Pupils will know that; 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, from slavery to freedom. Christians remember Jesus' sacrifice through the service of Holy Communion

				(also called the Lord's Supper, the Eucharist or the Mass). 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 a new life (Heaven). 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.
People of God	N/A	N/A	Pupils will know that: The Old Testament tells the story of a particular group of people, the 'children of Israel' — known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them, and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God.	Pupils will know that: The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following 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 to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
Progression of Skills				

	Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people. I can recognise and describe special times or events for family or friends. I can start to show an interest in different occupations and ways of life.	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. Literacy skills, simple discussion, sharing and expressing their own ideas, engaging with stories, remembering characters, inferring meaning and enjoying retelling a story. Pupils will use and develop their observation and thinking skills, applied to holy buildings such as churches and synagogues.	Pupils will use and develop skills of thinking, discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice. They will use their factual knowledge to suggest what it means to belong in a variety of ways. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.	Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings. Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures	Pupils will use and develop skills of expressing understanding and discussing varied perspectives. Pupils will be able to recognise different reasonable ideas and describe varied religious practices and their meanings. Pupils will use and develop skills of expressing and understanding varied perspectives on pilgrimage. Listening, discussion and self-expression skills, including musical appreciation. Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.	Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people with different beliefs and opinions to themselves. They will consider how religious charities and architecture might be connected.	Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. They will think reasonably about questions of community harmony and inter faith work. Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues. Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.
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Learning in EYFS (Birth to Five)

Nursery	Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community
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	Understanding the World		Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.