



Steying C of E Primary School

RE Progression Map



		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY Questions		Why is the word 'God' so important to Christians	Who created the world?		What do Christians learn from the Creation story?		Creation and Science: conflicting or complementary?	
AUTUMN 1	Creation	The universe and human life are God's good creation. Humans are made in the image of God.	Retell the story of creation from Genesis 1:1 - 2.3 Recognise that Creation is the beginning of the big story of the bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the creation. Think, talk and ask questions about living in an amazing world.	Retell the story of creation from Genesis 1:1-2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.	Place the concepts of God and creation on a timeline of the Bible's big story Make clear links between genesis 1 and what Christians believe God and Creation Describe what Christians do because they believe God is the Creator Ask questions and suggest answers about what may be important in the creation story for Christians living today and for people who are not Christians.	Place the concepts of God and creation and the fall on a timeline of the Bible's big story Offer suggestions about what the story of Adam and Eve might show about human nature and how to act Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings and pupils' own ideas about how people should behave.	Outline the importance of Creation on the timeline of the big story of the Bible Identify what type of text some Christians say Genesis 1 is and its purpose Suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make connections between Genesis 1 and Christian belief about God as a creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or or inspiring, justifying their response. Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.	Identify the type of text that psalm 8 is, and its purpose. Explain what psalm 8 has to say about the idea of god as a creator and the place of humans in creation. Make clear connections between psalm 8 and some ways Christians respond to God as a creator. Show understanding of why some Christians find some elements of science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non religious viewpoints.
	Knowledge Building Blocks	Children will know that: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	PUPILS KNOW THAT: <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God 		PUPILS KNOW THAT: <ul style="list-style-type: none"> God the Creator cares for the creation, including human beings. 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. 		PUPILS KNOW THAT: <ul style="list-style-type: none"> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. 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 throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	

						<ul style="list-style-type: none"> • The Bible shows that God wants 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. 				
Assessment	<p>EMERGING: Children will know that God is a name</p> <p>EXPECTED: Pupils know that Christians are a group of people who believe that God created our world.</p> <p>EXCEEDING: Pupils know that Christians believe we need to look after our world because God created it and can suggest ways to do this.</p>	<p>EMERGING Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. They know that the creation story includes a day of rest. They know that Harvest Festival is a time when Christians say thank you to God for creation.</p> <p>Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>	<p>EXPECTED Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</p> <ul style="list-style-type: none"> • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. 	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Creation. Pupils are able to discuss the idea of God making the world and can make connections to the 'Big Story'. They can explore why a belief that God made the world is significant for Christians.</p>	<p>EMERGING Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall. Pupils are aware of the story of Adam and Eve but cannot give the detail. Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. Pupils understand that many Christians believe they should be stewards or c</p>	<p>EXPECTED Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</p> <ul style="list-style-type: none"> □ Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. □ Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. □ Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians 	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. They can make a connection between the Genesis 3 story and the parable of the Lost Son. They can locate this in the 'Big Story' of Christainity</p>	<p>EMERGING Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts. They know that there are many scientists who are also Christians. Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue. Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world</p>	<p>EXPECTED Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians.</p> <ul style="list-style-type: none"> □ Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. □ Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. □ Pupils know that not all Christian believe the same about the relationship between Creation and science. □ Pupils know and understand the significance of Psalm 8 for the Christian belief in 	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Creation and Science; Conflicting or complimentary? They can offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses.</p>

						have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. □ They know that some people don't believe that God made the world.			stewardship.	
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
KEY Questions	Why do Christians perform nativity plays at Christmas?	Why is Christmas important to Christians?			What is the Trinity?		Was Jesus the Messiah?			
AUTUMN 2										
Incarnation	Outcomes:	The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for 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.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for 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 thank	identify the difference between a gospel which tell the story of the life and teaching of Jesus and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts meant to some Christians today. Describe how Christians show their beliefs about God the trinity in worship (in baptism and prayer for example) and in the way they live. Make links between some bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the god of Christianity is like.	Identify John 1 as part of a Gospel, noting some differences between John and the other gospels. Offer suggestions for what texts about God might mean. 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.	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 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 is important in the world today and - if it is true - what difference that might make in people's lives.	Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example how they celebrate palm sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a messiah, expressing their own insights.		
	Knowledge Building Blocks	Children will know that: • Christians believe God came to Earth in human form as Jesus. • Christians believe 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 he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.		• Pupils will now 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		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 (see Salvation).			

					them to follow Jesus.						
	Assessment		<p>EMERGING Pupils know that Christians celebrate Jesus' birth. They are aware of Advent but can't explain its significance. They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds.</p>	<p>SECURE Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians.</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. They can explore why Jesus being born in a stable is significant for Christians.</p>	<p>EMERGING Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. They can talk about the Baptism of Christ but are not able to explain the story's significance. They can talk about some aspects of Christian Baptism</p>	<p>EXPECTED Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus □ Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. □ Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. □ Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity. Pupils are able to discuss the idea of God being three in one. They can explore links between the Baptism of Christ and can make connections to the 'Big Story' of Christianity. They recognise that for Christians understanding God is challenging; people spend their whole lives learning more and more about God</p>	<p>EMERGING Pupils know that Jesus was Jewish and that the old testament talked of a Messiah who would rescue his people. They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour. They can give an opinion on the question 'Was Jesus the Messiah'?</p>	<p>EXPECTED Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Was Jesus the Messiah? Pupils are able to discuss the extent to which this is reflected in current celebrations of Christmas. They can make connections to the 'Big Story' of Christianity. They can relate the prophecies of the old testament to the biblical accounts of the entry into Jerusalem and the Transfiguration.</p>

										Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
KEY Questions			What is Purim?	What is Hanukkah?	What is Shavuot?	What is Shabbat?	What is Passover?	What is Rosh Hashanah and Yom Kippur?		
Vocabulary			celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim	dreidel, gelt, Hanukkiah, kosher, latke, menorah, Shamash candle	ark, Challah bread, Commandments, kosher, mitzvah, synagogue, Torah, yad	Challah bread, creation, customs, Havdalah candle, Kiddush cup, Shabbat (Sabbath), Sunday, Torah	charoset, Exodus, Haggadah, matzah bread, Passover, Pesach, plague, Seder plate, synagogue	ark, bimah, forgiveness, kippah, Kol Nidre, mezuzah, ner tamid, reflection, repentance, shofar, siddur, synagogue, tallit, Tashlich, tefillin, Torah, Yad		
SPRING 1 Judaism from Love to Celebrate	Assessment		Evaluation questions What happened in the story of Esther? Why are special clothes worn at special times? Can you name three things that Jewish people may do during Purim? Why do people give gifts at Purim? What is a celebration? How do we make celebrations special? Can you describe a celebration you have been to? Why might Jews believe that God helped Esther in the story?	Evaluation questions Can you remember the story of Hanukkah? What do you think about miracles? Why do Jews light candles at Hanukkah? How is the dreidel game played? Can you name two Hanukkah traditions? Can you explain fairness and right or wrong? Are there any similarities and differences between Hanukkah and Christmas?	Evaluation questions Can you explain why the Torah is one of the sacred texts that is special to Jews? What are the Ten Commandments? Are the Ten Commandments important? Can you explain kosher food laws? How can rules make people feel like they belong? Do some rules make people feel left out? Should people be punished or forgiven if they break rules? Why is bread an important symbol to people of different faiths? How and why are harvests celebrated in different cultures and faith groups?	How do Jews believe the world was created? Can you express your own opinions about creation? Why is it important to have day of rest if you are Jewish? What are the customs of Shabbat? Can you explain the meaning behind Shabbat customs? Why is it important for people to care about plants and animals? Do people of others faiths also have special days of rest?	How does the story of the Exodus show believers that God is powerful? How does sharing the Passover meal create a sense of belonging? Is freedom important to you? Are rights more important than responsibilities? Why do people celebrate or commemorate events from the past? Why is it important to talk about 'big questions' like 'Does God care?' In what ways does the story of the Exodus make a difference to the lives of practising Jews?	If there was no such thing as repentance, how would that affect the world? Why is asking for forgiveness a positive thing to do? Can you describe the customs of Yom Kippur? How are objects used in worship in a synagogue? How does Yom Kippur create a sense of belonging in the Jewish community? What is the impact of Rosh Hashanah and Yom Kippur on the lives of believers? Can you compare how different religions ask for forgiveness?		
	Knowledge Building Blocks		Children will know that: Purim is a lively festival that commemorates the strength of the Jewish people. Practising Jews wear costumes and visit the synagogue to listen to the story of Queen Esther who prevented Haman, her husband's servant, from killing the Jewish people. After attending the synagogue, families and	Hanukkah is the Jewish Festival of Lights that is celebrated every autumn in November or December. The festival celebrates the victory of Judah Maccabee and his Jewish followers over the Syrian Emperor Antiochus and the miracle of the lamp, which burned for eight days in the regained temple in Jerusalem, even	The word Shavuot means 'weeks' and the festival of Shavuot is celebrated 50 days (seven weeks) after Passover. Practising Jews celebrate the gift of the Torah and the Ten Commandments by visiting the synagogue, studying the Torah scrolls (sometimes all night) and possibly eating cheesecake. Shavuot is	Shabbat (Sabbath) is the Jewish day of rest. Jews believe God created the world in six days and rested on the seventh. Shabbat begins at sunset on Friday and ends on Saturday. During Shabbat, families spend time together, rest, eat special meals and attend the synagogue. However, there are many things to prepare	Passover is one of the most important Jewish festivals. It commemorates the time Moses led the Israelite slaves to freedom over 3000 years ago. The word Passover refers to the final plague of Egypt, when God 'passed over' the houses of the Israelites and killed the first born sons of the	Rosh Hashanah is the Jewish New Year and it begins with the sound of a shofar (ram's horn). Sweet foods are eaten in the hope of a sweet New Year and the ritual of Tashlich is performed. The Days of Repentance follow, when Jews think back over the past		

			<p>friends gather together to eat, dance and exchange gifts.</p>	<p>though there was only enough oil for one day's light.</p> <p>Lighting the Hanukkah, playing the dreidel game and eating fried foods are Hanukkah traditions that help Jews to remember the story of the Maccabees, the lamp in the temple and the importance of religious freedom</p>	<p>also a harvest festival that celebrates the end of the barley harvest and the beginning of the wheat harvest in Israel.</p>	<p>before Shabbat arrives and rules to follow to make sure that Shabbat is truly a day of rest.</p>	<p>Egyptians. After this plague, Pharaoh set the Israelites free and they were led into the desert by Moses. This is known as the Exodus.</p> <p>The Jewish Passover celebrations last seven to eight days. Families clean their houses, rest, eat special meals together and read the story of the Exodus from the Torah</p>	<p>year and make amends for their sins.</p> <p>Yom Kippur, the holiest day in the Jewish calendar, is known as the Day of Atonement. It is celebrated 10 days after Rosh Hashanah and ends when a shofar is heard. These high holy days are a time to right wrongs, reflect upon the previous year, fast and visit the synagogue.</p>
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		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY Questions		What happened to Jesus at Easter?	Why does Easter matter to Christians?		Why do Christians call the day Jesus died 'Good Friday'?		What did Jesus do to save human beings?	
SPRING 2 Salvation	Outcomes:	<p>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p>	<p>Recognise that incarnation and salvation are part of a big story of the Bible. Tell stories of Holy week and Easter from the bible and recognise a link with the idea of Salvation. Recognise that Jesus gives instructions about how to behave. Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk, and ask questions, about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>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 means 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 teaching in the bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>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 Mauny 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 pupils think and live.</p>	<p>Outline the timeline 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 meanings 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/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>	<p>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p>
	Knowledge Building Blocks	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • 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. 			

										feel called to sacrifice their own needs to the needs of others and they can give an example of this.
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
KEY Questions			What is the Good News Jesus brings?		What kind of world did Jesus want?		What would Jesus do?			
SUMMER 1 Gospel	End of phase outcomes	N/A.	<p>Tell stories from the bible and recognise a link with a concept of Gospel or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of matthew the tax collector) means to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the church community and their own lives, for example charity or confession.</p> <p>Think, talk and ask questions about whether Jesus' good news is only for Christians or if there are things for anyone to learn, exploring different ideas.</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>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>	<p>Identify this as part of a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of the people.</p> <p>Offer suggestions about Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between bible texts and the concept of Gospel 'good news'.</p> <p>Give examples of how Christians try to show love for all including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the bible stories studied and the importance of love and life in the world today, expressing some ideas of their own clearly.</p>	<p>List two distinguishing features of a parable</p> <p>Make clear links between the story of the good samaritan and the idea of the Gospel as good news.</p> <p>Offer some ideas about the meaning of the good samaritan story to Christians.</p> <p>Make simple links between the good samaritan story and the importance of charity in christian life.</p> <p>Give some examples of how Christans act to show that they are following Jesus.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today expressing some ideas of their own clearly.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, 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.</p> <p>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>Identify features of Gospel texts (for example, teachings, parable, 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.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) 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>		
	Knowledge Building Blocks		<p>Christians believe Jesus brings good news for all people.</p> <ul style="list-style-type: none"> • 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>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the 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 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe 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 the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward 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.		
	Assessment		<p>EMERGING Pupils will know that Christians believe that Jesus brings the good news that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that you should also forgive others. Pupils know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God</p>	<p>EXPECTED Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. <input type="checkbox"/> Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. <input type="checkbox"/> Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. <input type="checkbox"/> Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Gospel. Pupils are able to discuss the idea of what is good about the about forgiveness and can make connections to the 'Big Story'. They can explore why a belief in forgiveness can lead to peace.</p>	<p>EMERGING Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live. Pupils will know that it is claimed that Jesus could heal a Leper. Pupils will know what a parable is. Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid</p>	<p>EXPECTED Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. <input type="checkbox"/> Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. <input type="checkbox"/> Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. <input type="checkbox"/> Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). <input type="checkbox"/> They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of the Gospel. Pupils are able to discuss the idea of loving your neighbour and how this has influenced Christians and wider society. They can explore links between the parable of the Good Samaritan and the story of the Pharisees and the tax collector.</p>	<p>EMERGING Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better. Pupils will be aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. Pupils will be able to make a link to activities undertaken by Christian groups and by the church.</p>	<p>EXPECTED Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.</p>	<p>EXCELLING Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What would Jesus Do?' Pupils are able to relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas. They can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus.: Is this what Jesus would do?</p>

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY Questions			What is Milad un Nabi?	What is Jumu'ah?	What is Hajj?	What is Eid ul- Adha?	What are Ramadan and Eid al-Fitr?	What is Lailat al Miraj?
Vocabulary			Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy	ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers	faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat	Allah, charity, Hajj, Ibrahim (Abraham), Isma'il (Ishmael), Muslim, sacrifice, Five Pillars of Islam, Zakat	Allah, Eid al-Fitr, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship	Adam, Allah, angel, faith, Five Pillars of Islam, Ibrahim, Jannah, Jibreel, Juseph, messenger, Muhammad, Musa, Night Journey, paradise, prophets, Qur'an, Salat
SUMMER 2 Islam	Assessment		Where did Muhammad live 1400 years ago? Which parts of Muhammad's life show Muslims that he was special? How could you show that you are honest and trustworthy? Why did Muhammad's wife Khadijah become the first Muslim? How can people be similar or different to each other? What makes a good leader? Who is special to you? Why is it important to respect other people's beliefs?	Why did Bilal become the first muezzin? What is the adhan? How did Yasmin pray? Why is a mosque a special place? Why is Friday a special day for Muslims? How does a mosque help Muslims to worship together? How do people of other faiths worship together? Which times are special to people you know? Which times are special to you?	Why is the Hajj a special journey for Muslims? How important was the Hajj experience for your visitor? Name the places and activities associated with the Hajj? Which destination did you choose for your special journey and why? Can you name the Five Pillars of Islam and explain how important they are to Muslims? In what ways is the Hajj similar to other spiritual journeys?	What do you think a believer might learn from the story of Ibrahim and Ishma'il? How and why do Muslims give food to others during Eid ul-Adha? How do Muslims celebrate Eid ul-Adha? What does Eid ul-Adha mean to members of your local community? Can you list five different reasons why people choose to give to charity? What does the word sacrifice mean to you? Are there any similarities or differences between the story of Ibrahim (Abraham) in the Christian, Islamic and Jewish texts you have read?	What happens during Ramadan? How might the story of The Night of Power affect believers? Why do Muslims believe that the Qur'an is a holy book? Why is Ramadan such an important time for Muslims? How and why is Eid al-Fitr celebrated? Are all Eid al-Fitr celebrations the same? How do Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith? How are Ramadan and Eid al-Fitr celebrations different to other religious or secular celebrations?	Why did Jibreel wash Muhammad's heart clean? What is a prophet? What do Muslims believe Jannah is like? Do you think belief in Jannah could affect life on Earth? Why is Salat one of the Five Pillars of Islam? What is faith? Why do you think people had different opinions about Muhammad's journey? Why are stories in holy texts important to believers?
	Knowledge Building Blocks		The festival of Milad un Nabi commemorates the birth of the Prophet Muhammad. During the festival, Muslims hear stories of Muhammad's life, visit the mosque, sing songs, share a meal with family and give to those in need. However, Milad un Nabi is not celebrated by all Muslims. There is no evidence that Muhammad celebrated his birthday, so many Muslims don't celebrate birthdays either.	Jumu'ah are Friday prayers. Before Jumu'ah, many Muslims wash, put on perfume or aftershave and dress in clean clothes. Just after lunchtime, worshippers meet at the mosque to say special prayers and listen to a talk by the Imam. The importance of saying Friday prayers is mentioned in the Qur'an and Muhammad called Friday the best day.	The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.	Eid ul-Adha, also known as the Greater Eid, is the second most important festival in the Muslim calendar. It commemorates the Prophet Ibrahim's willingness to sacrifice his son when Allah ordered him to. Muslims believe that Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma'il as an act of obedience. The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a ram to sacrifice instead. Eid ul-Adha is celebrated at the end of the Hajj pilgrimage.	Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together. All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours. Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan.	Lailat al Miraj celebrates the story of Muhammad's Night Journey. The angel Jibreel (Gabriel) is said to have visited Muhammad while he slept near the Kabah in Mecca and taken him on a 666 mile journey to the farthest mosque, the Al-Aqsa mosque in Jerusalem, on the back of a winged creature called Buraq. When he reached Jerusalem, Muhammad is said to have ascended into heaven, prayed with the prophets including Isa (Jesus) and Ibrahim (Abraham) and met with Allah. Allah gave Muhammad the instruction that all Muslims should pray five times a day, which is Salat, one of The Five Pillars of Islam. Muhammad travelled back to Mecca on Buraq that same night and began to tell others of his Night Journey. The Night Journey is celebrated by Muslims

								around the world. During the celebrations, the story is retold, special prayers are said and sweets and refreshments are shared.
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