

Knowledge Progression

RE
God



Year Group	Term	Outcomes	Key Vocabulary
Foundation Stage	Sum 1	<p>By the end of this unit all pupils should know: (creation/God)</p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>To know that Christians believe God created the world.</p> <p>To know that Christians believe that God is the giver of life and created our world.</p> <p>To know that Christians perform acts of worship to praise God for making the world</p> <p>To know that God created humans to be different</p> <p>To know that our planet is precious and we need to take care of it.</p> <p>To know that God is special to Christians</p>	<p>God, create, creation, special, Christians, universe, planet, precious, humans, same, different, world, worship</p>
Year 1	Aut 1	<p>By the end of this unit all pupils should know:</p> <p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p> <p>Know that the Christian Holy book is called the Bible, and that it is divided into two parts</p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Bible, Parable, Christian, Worship, God, Worship</p>

Year 2	Sum 2	<p>By the end of this unit all pupils should know: Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him. Know that the Christian Holy book is called the Bible, and that it is divided into two parts</p> <p>Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. Give clear, simple accounts of what the text means to Christians. Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	Bible, Parable, Christian, Worship, God, Worship
Year 3	Aut 2	<p>By the end of this unit all pupils should know: (Incarnation/God) 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. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 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.</p> <p>Identify the difference between a 'Gospel', which tells 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 mean 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.</p>	Christian, Holy Trinity, Gospel, Baptism, Prayer, Blessing, Grace, Love, Fellowship

Year 4	Aut 2	<p>By the end of this unit all pupils should know: (Incarnation/God)2</p> <p>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. 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>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.</p>	Trinity, God the Father, God the son, God the Spirit, The Holy Spirit, The Grace, baptism, Pentecost
Year 5	Aut 1	<p>By the end of this unit all pupils should know:</p> <p>Christians believe 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 loving, forgiving, and full of grace. 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.</p> <p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	Omniscient, Omnipresent, Omnipotent, immutable, benevolent, sin, pure, forgiveness

Creation



Year Group	Term	Outcomes	Key Vocabulary
Foundation Stage	Sum 1	<p>By the end of this unit all pupils should know: (creation/God)</p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>To know that Christians believe God created the world.</p> <p>To know that Christians believe that God is the giver of life and created our world.</p> <p>To know that Christians perform acts of worship to praise God for making the world</p> <p>To know that God created humans to be different</p> <p>To know that our planet is precious and we need to take care of it.</p> <p>To know that God is special to Christians</p>	<p>God, create, creation, special, Christians, universe, planet, precious, humans, same, different, world, worship</p>
Year 2	Spr 1	<p>By the end of this unit all pupils should know:</p> <p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>Designer, Genesis, Adam and Eve, Creator, Responsibility, nature,</p>
Year 3	Sum 1	<p>By the end of this unit all pupils should know: (Creation/Fall)</p> <p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God’s good creation, they do best when they listen to God.</p> <p>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).</p>	<p>Creation, Sin, Design, Genesis, Awe and wonder, Image, Temptation, Forgiveness</p>

		<p>[Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</p> <p>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 about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	
Year 6	Sum 2	<p>By the end of this unit all pupils should know: (Creation/Fall)</p> <p>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.</p> <p>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. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as 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 inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	Creation, conflicting, complementary, cosmology, evolution, genesis, psalm

Fall



Year Group	Term	Outcomes	Key Vocabulary
Year 3	Sum 1	<p>By the end of this unit all pupils should know: (Creation/Fall) 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 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). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</p> <p>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 about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	Creation, Sin, Design, Genesis, Awe and wonder, Image, Temptation, Forgiveness
Year 6	Sum 2	<p>By the end of this unit all pupils should know: 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.</p> <p>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. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator.</p>	Creation, conflicting, complementary, cosmology, evolution, genesis, psalm

	<p>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 inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	
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People of God



Year Group	Term	Outcomes	Key Vocabulary
Year 3	Aut 1	<p>By the end of this unit all pupils should know:</p> <p>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.</p> <p>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.</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	Old Testament, New Testament, Genesis, trust, Covenant / pact, Consequence, faith, rewarding

Incarnation



Year Group	Term	Outcomes	Key Vocabulary
Reception	Aut 2	<p>By the end of this unit all pupils should know: 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. To know that we were all babies To know that Jesus' birth was special for Christians To know that Christmas is the celebration of Jesus' birth. To know that the three wise men gave gifts to baby Jesus and that Jesus was a gift to us all from God To know that Carols are a way that Christians celebrate Christmas. To know that everyone celebrates Christmas in different ways and are important to them. To know why Christians celebrate Christmas and why</p>	God, Jesus, Mary, Joseph, Angel, Three wise men, shepherds, Bethlehem, Nazareth, Christmas, celebrate, celebration, traditions
Year 1	Aut 2	<p>By the end of this unit all pupils should know: 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 (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. Jesus was born among poor and marginalised people</p> <p>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.</p>	Christian, Bible, New Testament, Incarnation, Nativity, Carols, Wise men, Shepherds, Angels
Year 2	End Aut 2	<p>By the end of this unit all pupils should know: Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p>	Bible, Parable, Incarnation, Christian, God, Gratitude, Advent

		<p>The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>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>	
Year 3	Aut 2	<p>By the end of this unit all pupils should know: (Incarnation/God) 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. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 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.</p> <p>Identify the difference between a 'Gospel', which tells 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 mean 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.</p>	Christian, Holy Trinity, Gospel, Baptism, Prayer, Blessing, Grace, Love, Fellowship
Year 4	End Aut 2	<p>By the end of this unit all pupils should know: (Incarnation/God) 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>	Trinity, God the Father, God the son, God the Spirit, The Holy Spirit, The Grace, baptism, Pentecost

		<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>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.</p>	
Year 5	Aut 2	<p>By the end of this unit all pupils should know: 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).</p> <p>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 people’s lives.</p>	Prophecy, Old Testament, Gospel, Messiah, Immanuel, Advent
Year 6	End Aut 2	<p>By the end of this unit all pupils should know: 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 apply this idea to living today by trying to serve God and to bring freedom to others; for example, 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.</p>	Prophecy, Old Testament, Gospel, Messiah, Immanuel, Advent

	<p>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.</p>	
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Gospel



Year Group	Term	Outcomes	Key Vocabulary
Year 1	Spri 1	<p>By the end of this unit all pupils should know: 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>Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or 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. 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. 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). 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>	Gospel, disciples, Tax collector, peace, Neighbour, Forgiveness, pray
Year 2	Sum 1	<p>By the end of this unit all pupils should know: Christians believe Jesus bring 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>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.</p>	Gospel, disciples, Tax collector, peace, Neighbour, Forgiveness, pray

		Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.	
Year 4	Sum2	<p>By the end of this unit all pupils should know: Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. 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.</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear 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, including how members of the clergy follow Jesus' teaching. 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>	Gospel, Parable, Neighbour, Disciple, Forgiveness, Charity, Teachings, miracle
Year 6	Sum 1	<p>By the end of this unit all pupils should know: 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 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.</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. 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>	Restoration, foundation, parable, denial, Parallels, Sacrament, minister, Ethical dilemma

Salvation



Year Group	Term	Outcomes	Key Vocabulary
Reception	Spri 2	<p>By the end of this unit all pupils should know:</p> <p><i>To know what Shrove Tuesday and Ash Wednesday are.</i></p> <p><i>To know what is Palm Sunday and why Christians celebrate this day.</i></p> <p><i>To know what parts of a hot cross bun mean to Christians.</i></p> <p><i>To know why making a garden is important during Easter, to understand why Jesus gave his own life for us.</i></p> <p><i>To understand what forgiveness is and a new start.</i></p> <p><i>To know that Jesus said and taught us.</i></p> <p>To know the importance of Easter in the Christian calendar</p> <p>Christians remember Jesus' last week at Easter.</p> <p>Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians try to show love to others.</p>	Easter, Jesus, shrove Tuesday, Ash Wednesday, Lent, Palm Sunday, Christians, celebrate, Bible, Jerusalem, Hot cross bun, cross, Good Friday, Easter Sunday, resurrection, forgiveness
Year 1	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>Easter is very important in the 'big story' of the Bible.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>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>	Jesus, Holy Week, Easter, Good Friday, Forgive, Sin, Saviour, salvation, bible
Year 2	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>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.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	Jesus, Holy Week, Easter, Good Friday, Forgive, Sin, Saviour, salvation, bible

		<p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as savior in church worship.</p> <p>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>	
Year 3	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>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.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>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>	<p>Sacrifice, Passover, crucifixion, Communion, Salvation, Service, Golgotha, Eucharist</p>
Year 4	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>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>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p>	<p>Sacrifice, Passover, crucifixion, Communion, Salvation, Service, Golgotha, Eucharist</p>

		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.	
Year 5	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>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.</p> <p>The Gospels give accounts of Jesus’ death and resurrection.</p> <p>The New Testament says that Jesus’ death was somehow ‘for us’.</p> <p>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.</p> <p>Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</p> <p>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>Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	Communion/ mass/ eucharist / the Lord’s supper, sacrifice, Martyr, Corinthians
Year 6	Spri 2	<p>By the end of this unit all pupils should know:</p> <p>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.</p> <p>The New Testament says that Jesus’ death was somehow ‘for us’.</p> <p>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.</p> <p>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>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>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.</p>	Communion/ mass/ eucharist / the Lord’s supper, sacrifice, Martyr, Corinthians

		<p>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.</p> <p>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>	
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Kingdom of God



Year Group	Term	Outcomes	Key Vocabulary
Year 4	Sum 1	<p>By the end of this unit all pupils should know: Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. 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> <p>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>	Pentecost, impact, ascension, Multilingual, The church as a ‘body’, Corinthians, Evangelist, Fruit of the spirit
Year 6	Spri 1	<p>By the end of this unit all pupils should know: Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom 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 in the world.</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.</p>	Biblical texts, Kingdom of God, Worship, Parables, The four gospels, Reflection

		<p>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.</p> <p>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>	
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Special Me

Year Group	Term	Outcomes	Key Vocabulary
Foundation Stage	Aut 1	By the end of this unit all pupils should know: To know what is important to themselves. To know that everybody is unique To know what makes them unique To know the special people in our lives To know about where we live To know that God is special to Christians To know that Christians use the Bible To know where people might worship	Unique, Value, special, belong, precious

Special Places

Year Group	Term	Outcomes	Key Vocabulary
Foundation Stage	Spr 1	By the end of this unit all pupils should know: To know that some places are special to people and why To know that we might all have a different special place Know that the Christian Holy book is called the Bible. To know that Christians worship in a church To know that the church has some special features To know about our school church To know that Christians welcome children into their Christian church family through baptism To know some artefacts used in a baptism e.g. candle To know that different religions worship in different places to Christians To know that different religions have a special object that they read from (book) e.g. Torah	Special, memory, church, mosque, synagogue, pew, pulpit, font, alter

Special Stories

Year Group	Term	Outcomes	Key Vocabulary
Foundation Stage	Sum 2	By the end of this unit all pupils should know: To know that Christians use the Bible To know that the Bible is a big book of stories To know some stories they may find in the Bible (creation, nativity, Easter) To know what the Bible says about God/Jesus	Bible, old, new, Jesus, scripture, stories