

BILSTON CHURCH OF ENGLAND PRIMARY



RE CHRISTIANITY PROGRESSION OF KNOWLEDGE AND SKILLS

Key vocabulary in Christianity.

This list is not exhaustive but an expectation that most children will be familiar with these terms and their meaning by the end of the relevant Key Stage.

Our Core Christian Values of Friendship, Trust, Service, Forgiveness, Courage, Compassion, Justice, Generosity, Truthfulness, Respect, Perseverance and Thankfulness are a golden thread that runs through all we teach. These core values are found in the religions and beliefs of faiths taught in our school.







EYFS	KS1	KS2
<p><u>General language of religious study</u> Religion – a group of beliefs / way of life Prayer – a communication to God</p> <p><u>Christianity</u> Christmas – celebration of Jesus’ birth Easter – celebration of the resurrection of Jesus Bible – Christian holy book Church – Christian place of worship</p>	<p><u>General language of religious study</u> Celebration – do something special or enjoyable for an important event. Festival – gathering of people to celebrate something. Symbol – a mark or sign that represents an idea / belief. Faith – trusting in something or someone. Belief – a firm thought that something is true Belonging – to be connected with.</p>	<p><u>General language of religious study</u> Spiritual – inner sense of relationship to a higher power that is loving and guiding. Commitment – doing what needs to be done regardless of your talents or your mood. Moral values – standards that help an individual choose between right and wrong. Pilgrimage – a journey to a holy place</p>

<p>Jesus – the son of God</p> <p><u>Non religious/world views</u></p> <p>Non-religious – having no religion – not religious / connected to a church</p>	<p>Worship – to honour or respect.</p> <p>Holiness – set apart for the service of God or of a divine being.</p> <p>Sacred – something treated with great respect.</p> <p><u>Christianity</u></p> <p>Christian – people who believe that Jesus Christ is the son of God.</p> <p>God – the Being worshipped as the creator of the universe.</p> <p>Creator – responsible for the creation of the world</p> <p>Incarnation – belief that Jesus is the son of God Salvation – the idea that Jesus saved us when he died on the cross</p> <p>Altar – a raised structure used for worship or prayer.</p> <p>Font – a basin where baptisms are performed Gospel – sections of the New Testament in the Bible to spread the ‘good news’ of Jesus’ life.</p> <p><u>Non-religious worldviews</u></p> <p>Humanist – Humanists do not believe in a god. They believe it is possible to</p>	<p>Ritual – a ceremony or series of acts that is always performed the same way.</p> <p>Symbol – a mark or sign that represents an idea / belief.</p> <p>Community – can be made up of a large or small group of people.</p> <p>Life after death – an existence after death.</p> <p>Compassion – caring about others and treating them with kindness.</p> <p>Sacred text – writing for the worship of a deity.</p> <p>Devotion – deep love or loyalty</p> <p>Role model – a person who serves as an example by influencing others.</p> <p><u>Christianity</u></p> <p>Letters of Saint Paul – letters to churches and Christians. He wrote these letters to encourage them, to help them understand Christian teaching, and to help them to live Christian lives. Trinity – a way of describing God the Father, God the Son ,and God the Holy Spirit</p>
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	<p>live a good and fulfilling life without following a traditional religion.</p> <p>Golden Rule – a general rule for how to behave that says that you should treat people the way you would like other people to treat you</p>	<p>Holy spirit – God as spiritually active in the world</p> <p>Resurrection – Jesus coming back to life after he had died.</p> <p>Messiah – the figure promised by God to the Jews for the salvation of the world.</p> <p>Pentecost – the day the Holy Spirit descended on the apostles, causing them to speak in tongues.</p> <p>Eucharist – sharing bread and wine, saying special words to remember Jesus</p> <p>Harvest festival – celebrations of the food grown on the land.</p> <p>Agape – the highest form of love, signifying the reciprocal love between God and humans</p> <p><u>Non-religious worldviews</u></p> <p>Atheist – rejecting the belief that there is a God.</p> <p>Agnostic – the belief that it is not possible for anyone ever to know if there are any deities or not.</p>
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		Rationalist – the belief that the validity of an idea is determined by logic.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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AUTUMN 1	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religion: Christianity, Judaism</p>	<h2>Who made the world? UC</h2>					
	<p>What makes people special? Discovery RE Lesson 1- Families Lesson 2- Friends Lesson 3- Role Models Lesson 4/5- Jesus Lesson 6- Moses Outcomes To be able to talk about their own life and</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none">  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. <div style="background-color: #D9E1F2; padding: 5px; margin-top: 10px;"> <p> KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</p> <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. </div>					

	the lives of others.						
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What is Christmas?

Theme: Christmas
Key Question: What is Christmas?

Religion: Christianity
Christian concept: Incarnation

Lesson 1- Giving
Lesson 2- Saying Thank You
Lesson 3- Christmas story
Lesson 4- Shepherds
Lesson 5- Wise Men
Lesson 6- Christmas Outcomes- children can talk about why Christmas is

Why does Christmas matter to Christians? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- 1C Recognise that stories of Jesus' life come from the Gospels.
- 1A Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- 1C Decide what they personally have to be thankful for at Christmas time.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (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.

What is the good news that Jesus brings? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- 1C Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- 1C Recognise that Jesus gives instructions to people about how to behave.
- 1A 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.
- 1A 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).
- 1C 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

What is the Trinity? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- 1C Offer suggestions about what texts about baptism and Trinity might mean.
- 1C Give examples of what these texts mean to some Christians today.
- 1A Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- 1C 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

What is it like for Christians to follow God? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Make clear links between the story of Noah and the idea of covenant.
- 1A Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- 1C Make links between the story of Noah and how we live in school and the wider world.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show how God keeps his promises.

Was Jesus the Messiah? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- 1C Identify Gospel and prophecy texts, using technical terms.
- 1C Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- 1A Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- 1A Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- 1C 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.

KNOWLEDGE BUILDING BLOCKS

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).

What would Jesus do? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1C Identify features of Gospel texts (for example, teachings, parable, narrative).
- 1C 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.
- 1C Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- 1C 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

	important to Christians						
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What can we learn from the stories and prayers of Jesus?

Recognise the importance of the Lord's Prayer for Christians

- Know the outline of the Lord's Prayer
- Talk about the powers of Jesus in stories
- Talk about their own power to care, or to say thank you
- Identify some feelings associated with thanking and being thanked, praising and being praised

Questions that puzzle us. SACRE

Name a story or book from a religious tradition that has a mystery in it

- Talk about a puzzling question, for example: where do we come from?
- Experience a sense of wonder about stories, nature and questions
- Show understanding that people can find

What do Christians learn from the Creation Story? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- 2. Make clear links between Genesis 1 and what Christians believe about God and Creation.
- 3. 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.)
- 4. 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- 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.]

Creation and Science- conflicting or complimentary? UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- 2. Identify what type of text some Christians say Genesis 1 is, and its purpose.
- 3. 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.
- 4. Make clear connections between Genesis 1 and Christian belief about God as Creator.
- 5. Show understanding of why many Christians find science and faith go together.
- 6. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- 7. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- 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>things puzzling</p> <ul style="list-style-type: none">• Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers'• Identify some puzzles and mysteries about our lives and our thoughts• Experience the sense of wonder and talk about it• Talk about stories that include mysteries and puzzling questions				
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			<ul style="list-style-type: none">• Talk about a number of puzzling questions and notice what is of concern to themselves and to others• Recognise that religious beliefs can answer puzzling questions• Describe ways in which we can see that religious artefacts and places are significant• Suggest answers to questions such as: what makes life				
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			<p>happy? Who do I care for and who cares for me? What do I believe? Does God have all the answers?</p> <ul style="list-style-type: none">• Make connections between a religious community, its objects and the beliefs that go with them.				
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What is Easter?

Theme:
Easter
Key Question:
What is Easter?

Religion: Christianity

Christian concept:
Salvation

Lesson 1-
Signs of
Spring.
Lesson 2-
Spring into
Life
Lesson
3/4/5/6-
Easter

Why does Easter matter to Christians? UC

☆ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- 2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- 3. Recognise that Jesus gives instructions about how to behave.
- 4. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- 5. 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.

🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Easter is very important in the 'big story' of the Bible.
- Christians believe Jesus rose again, giving people hope of a new life.

What is it Christians believe God looks like? UC

☆ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Identify what a parable is.
- 2. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- 3. Give clear, simple accounts of what the story means to Christians.
- 4. 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.
- 5. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- 6. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

Why do Christians call the day Jesus died Good Friday? UC

☆ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- 2. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- 3. Give examples of what the texts studied mean to some Christians.
- 4. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- 5. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- 6. 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.

🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

Is forgiveness always possible for Christians?

Theme:
Easter

Concept: Salvation

Key Question:

Is forgiveness always possible for Christians?

Religion: Christianity

I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text.

What did Jesus do to save human beings? UC

☆ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- 2. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- 3. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
- 4. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- 5. Show how Christians put their beliefs into practice.
- 6. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways; for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins, rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

What difference does the resurrection make to Christians? UC

☆ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- 2. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- 3. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- 4. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- 5. Show how Christians put their beliefs into practice in different ways.
- 6. Explain why some people find belief in the Resurrection makes sense and inspires them.
- 7. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- 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).

					I can show an understanding of how Christians believe God can help them show forgiveness.		
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SUMMER 1			<p>What can we learn from stories in the Bible/Torah? Four stories of Moses SACRE</p> <p>Recall Jewish stories from the Hebrew Bible (Torah/Tenakh)</p> <ul style="list-style-type: none"> ♣ Use some religious words to talk about the stories ♣ Talk about what they find interesting and puzzling in the stories 				<p>Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation SACRE</p> <p>Find out about and retell some simple stories which communicate particular values</p> <ul style="list-style-type: none"> ♣ Identify the values found in the stories ♣ Suggest meanings in the stories they study ♣ Respond sensitively to questions about their own values

			<ul style="list-style-type: none">♣ Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism.♣ Recognise that Holy books contain stories that are special to many people.♣ Talk about their own experiences and feelings linked with these stories				<p>Many pupils will be able to...</p> <ul style="list-style-type: none">♣ Describe some of the ideas of Humanists simply♣ Describe some Christian and Humanist values simply♣ Use vocabulary such as 'values' 'right and wrong' and 'good and bad'♣ Identify similarities and differences between the values of Humanists and Christians♣ Make links between their own behaviour
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							<p>and the values they hold, and the values they study. Some pupils will be able to ...</p> <ul style="list-style-type: none">♣ Use a widening religious vocabulary to show that they understand similarities and differences between Humanist and Christian values♣ Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth,
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							consequences and honesty
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How can we find out about Christian belief?

SACRE

Use their senses to explore and ask questions about religious stories, pictures, artefacts

- Identify simply some of the ways in which Christians describe the characteristics of God
- Express in simple terms their own thoughts about God

When Jesus left, what was the impact of Pentecost?UC

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OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- 2. Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- 3. Give examples of what Pentecost means to some Christians now.
- 4. 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.
- 5. 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

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.

What does it mean if God is Holy and loving?UC

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Identify some different types of biblical texts, using technical terms accurately.
- 2. Explain connections between biblical texts and Christian ideas of God, using theological terms.
- 3. Make clear connections between Bible texts studied and what Christians believe about God, for example, through how churches are designed.
- 4. Show how Christians put their beliefs into practice in worship.
- 5. 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

SACRE Religions in the local community What will make our town a more respectful place?

Describe some of the religious diversity of our region, referring to people, places and events

- ♣ Identify similarities and differences in aspects of their lives with those of other people of different religions
- ♣ Make links between values like respect and tolerance and their own behaviour