

St. Andrew's C of E Primary School Long Term Plan for Religious Education



Progression in Christianity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Christianity	Christianity	Christianity	Christianity	Christianity	Christianity
	<p>Retell stories from the Bible to others and identify what 'part' God plays in the story ·</p> <p>Suggest some things that Christians might learn from the Bible.</p> <p>Sensitively connect their own emotions to the experiences of those in the accounts studied.</p> <p>Suggest reasons why people followed Jesus · identify how Christians 'follow' Jesus as they 'love God' and 'love others'.</p> <p>Identify ways of being a good example to others.</p> <p>Respect the fact that the beliefs of Christians influence their decisions.</p>	<p>Suggest meanings for some Biblical images of God</p> <p>Talk about some Christian beliefs about what God is</p> <p>Sensitively articulate their own beliefs / ideas connected with images of God</p> <p>Retell stories about how people were changed by meeting Jesus</p> <p>Identify possible meanings for stories / religious words / art</p> <p>Suggest why Christians call Jesus 'Saviour'</p> <p>Respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions</p>	<p>Retell the stories of the events studied and identify some occasions when these events are celebrated in the Christian church</p> <p>Know that Jesus was a real person who Christians believe did amazing things</p> <p>Realise that there are aspects of Jesus' life that Christians find difficult to understand</p> <p>Respond sensitively to other people's ideas and opinions</p> <p>Retell the story of Pentecost and describe its importance for Christians</p> <p>Make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church</p>	<p>Comment on connections between different elements of a marriage ceremony and the beliefs that underlie them</p> <p>Compare the Christian marriage ceremony with that of another religious or non-religious tradition</p> <p>Thoughtfully and creatively express their own ideas about love / marriage in light of their learning about Christian ideas</p> <p>Describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God 'incarnate'</p> <p>Use symbolism to express things which</p>	<p>Recognise that Christians believe that everyone is tempted to do wrong things</p> <p>Identify how the story of Aslan can be seen as a parallel of the story of the death and resurrection of Jesus</p> <p>Know that CS Lewis used Narnia to explain difficult ideas about the Christian faith</p> <p>Make links between what they and other people do and give reasons for their actions</p> <p>Describe how beliefs held by Christians influence their behaviour and attitudes towards others & are linked to Biblical teaching</p> <p>Compare the work of Christian philanthropists or</p>	<p>Describe meanings for a range of Jesus' parables & teachings and describe the impact of them on how Christians live</p> <p>Apply ideas and reflections about Jesus' teaching to their own or others' lives e.g. which of Jesus' teachings might be the most important</p> <p>Compare the events in the two Gospel accounts, suggesting reasons for the differences</p> <p>Explain what the 'good news' in each Gospel is using evidence from the text</p> <p>Suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts</p>

	<p>Retell events from Jesus' life</p> <p>Identify which events show Jesus is like God</p> <p>Recognise that Jesus' miracles raise puzzling questions</p> <p>Talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone</p> <p>Ask questions about Jesus' life</p> <p>Suggest meanings for the symbols connected with the story of Easter (e.g. eggs, Hot cross buns)</p> <p>Suggest why an egg is a good symbol for new life or what Christians believe about new life</p> <p>Identify with different people within the Easter story and correctly talk about the range of emotions involved</p>	<p>Discuss how people who met Jesus might have felt before, during and after</p> <p>Talk about what a clue means in relation to the story (and perhaps also Christmas traditions)</p> <p>Talk about the puzzling aspects of the clues in the Christmas story</p> <p>Identify how people in the Nativity accounts might be feeling / thinking about Jesus and why</p> <p>Recognise some symbols within a church and suggest what they mean</p> <p>Identify how Christians show that God is important</p> <p>Suggest which aspect of 'church' might be most important to them, or to a Christian</p> <p>Respond with sensitivity to the experience of being in a church</p>	<p>Describe and suggest meanings for the symbols of Pentecost, making links with the Biblical account</p> <p>Give reasons for why the apostles acted as they did</p> <p>Identify what influences them, and why</p> <p>Ask, and give thoughtful responses to, questions about Pentecost</p> <p>Make links between clues within the story and what Christians believe about Jesus</p> <p>Decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why</p> <p>Make links between what they suggest Jesus might think about Christmas and over-commercialisation</p> <p>Say what made them choose their gift</p> <p>Investigate how peoples' lives were</p>	<p>are difficult to convey in words</p> <p>Compare their ideas / symbolism with the ideas / symbolism of others, giving reasons</p> <p>Investigate sources (e.g. artefacts / art / stories / prayers / text) and link what they find with Christian beliefs about God</p> <p>Compare their own ideas about the character of God with those of others</p> <p>Create an image / playlist / poem that represents aspect(s) of God's character and explain the symbols / imagery they have used</p> <p>Make links between the story of Jesus in the desert and Lent</p> <p>Identify some things that might most impact a Christian's life during Lent</p> <p>Create ideas that are connected with the concepts of preparation / confession / reflection</p>	<p>charities and suggest how they reflect Christian beliefs</p> <p>Ask questions about right and wrong and suggest answers that show understanding of what Christians believe</p> <p>Investigate a range of Christian action initiatives and identify their impact</p> <p>Describe what Christians mean when they say that Jesus is the 'Light of the World'</p> <p>Describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ</p> <p>Ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others</p> <p>Gather, select and organise ideas about communion or baptism</p>	<p>Identify and explain the meanings of the statements Jesus used about himself</p> <p>Suggest meanings for each 'I am' statement and describe why each is important for Christians</p> <p>Suggest what Christians might learn about God through the person of Jesus</p> <p>Question what Christians believe about Jesus and begin to form their own opinions in the light of their learning</p> <p>Ask questions and suggest answers about the significance of Jesus' names for themselves or for Christians</p> <p>Select information from their learning / the Bible that helps to answer the question 'Did Jesus have to die?'</p> <p>Apply their ideas and reflections on the concept of sacrifice, atonement or</p>
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