



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: RE (Understanding Christianity)



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of RE knowledge and skills across the year groups.

NC	Year 3	Year 4	Year 5	Year 6
God			<u>2B.1 What does it mean if God is holy and loving? (<u>Autumn 1</u>)</u> <u>Making sense of the text</u> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. <u>Understanding the impact</u> 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. <u>Making connections</u> 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. <u>Building blocks</u> 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.	
Creation/Fall	<u>2A.1: What do Christians learn from the creation story?</u> <u>(Autumn 2)</u> <u>Making sense of the text</u> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' (This will be done in the first lesson, introducing Understanding Christianity) Make clear links between Genesis 1 and what Christians believe about God and Creation. <u>Understanding the impact</u> 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 specific ways.) <u>Making connections</u> Ask questions and suggest answers about what might be important in the creation story for Christians living today, and			<u>2B.2: Creation and Science: conflicting or complementary?</u> <u>(Autumn 2)</u> <u>Making sense of the text</u> 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. <u>Understanding the impact</u> 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. <u>Making connections</u> Identify key ideas arising from their study of Genesis 1 and comment on

	for people who are not Christians. <u>Building blocks</u> Pupils will know that Christians believe: God the creator cares for creation, including human beings. As human beings are part of God's 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 clocks from EYFS: Christians believe God made our wonderful world and so we should look after it.]			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. <u>Building blocks</u> 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.
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People of God	<u>2A.2: What is like to follow God?</u> (Spring 2) <u>Making sense of the text</u> Make clear links between the story of Noah and the idea of covenant. <u>Making connections</u> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <u>Understanding the impact</u> Make links between the story of Noah and how we live in school and the wider world. <u>Building blocks</u> 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.			
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2A.3 What is the Trinity? (Autumn 2)Making sense of the text

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.

Understanding the impact

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Making connections

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.

Building blocks

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

2B.4 Was Jesus the Messiah? (Spring 2)Making sense of the text

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.

Understanding the impact

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.

Making connections

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.

Building blocks

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.

		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.	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).	
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Salvation		<u>2B.6 What did Jesus do to save human beings? (Summer 2)</u> <u>Making sense of the text</u> 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. <u>Understanding the impact</u> 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. <u>Making connections</u> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. <u>Building blocks</u> Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the on-going 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;	
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			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.	
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2A.6 When Jesus left, what was the effect of the Pentecost? (Summer 2)

Making sense of the text

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.

Understanding the impact

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.

Making connections

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.

Building blocks

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

2B.8 What kind of king is Jesus? (Summer 2)

Making sense of the text

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.

Understanding the impact

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.

Making connections

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.

Building blocks

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

		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.		unjust social structures in their locality and in the world.
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