



RE

YR-Y3 Progression grid

	Reception	Year 1	Year 2	Year 3
	Believing			
Substantive Knowledge	<p>Which stories are special and why?</p> <p>What is your favourite story? What do you like about it, and why? To know what is important to them and understand what favourite means.</p> <p>Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? To know that the Bible has the stories that Jesus told and that these are special to Christians. To know the Bible story of "Jesus Calms the Storm". To know the story of David and Goliath and what the story means.</p>	<p>Who is a Christian and what do they believe?</p> <p>What do Christians believe about God? To know about the fact that Christians believe in God. To know about the fact that Christians try to do what Jesus taught they should do. To know some of their own ideas about God.</p> <p>What does the Bible teach us about God? To know how to retell a story that shows what Christians believe about God (Jonah and the whale) To know what a story about God might mean.</p> <p>Why is Jesus important to Christians? To know what the stories about Jesus say about good, bad, right and wrong.</p>	<p>Who is a Christian and what do they believe?</p> <p>What is Christianity and what do they believe? To know how to recognise symbols, pictures and words that Christians use to describe God. To know some Christian beliefs about God.</p> <p>What do the miracles of Jesus teach us about what is important to Christians. To know how to describe some Christian beliefs about Jesus. To know how to make links between a miracle of Jesus and what Christians believe and do as a result of this.</p> <p>Why do Christians pray? To know how to make links between a story about the life of Jesus and what Christians believe and do as a result of this (The Lost son).</p>	<p>What do different people believe about God?</p> <p>Find some examples of how we know about something we have not seen or experienced for ourselves.</p> <p>Consider the question: What do people believe about God?</p> <p>Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christian create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19).</p> <p>Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur'an to Prophet Muhammad [PBUH].</p> <p>Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</p>

				<p>Examine similarities and differences between varied ideas about God.</p> <p>Explore the influence believing in God has on the lives of believers.</p> <p>Explore the fact that many people do not believe in God.</p> <p>Reflect on pupils' own questions and ideas about God in light of their learning.</p>
Disciplinary Knowledge	<p>Talk about some religious stories</p> <p>To recognise some religious words, e.g. about God</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text of the Bible</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p>	<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>
Vocabulary	Favourite, stories, Bible, Jesus.	Christians, God, Jesus, Lord's prayer, Roles, Father, Holy Spirit, Believe, Bible, New Testament, Old Testament, Hero, Jesus, Neighbour, Parable, Good Samaritan, Miracle, Perform, Loaves. Pray, Prayer, Lord's Prayer, Heaven, Forgive, Daily, Temptation.	Artefacts, Symbols, The rosary, Candles, Dove, Crucifix, Remembering, Forgiveness.	Believe, Christianity, Christians, Hindu, Hinduism, Muslim, Faith, Express
Substantive Knowledge	<p>Which people are special?</p> <p>Who is special to you and why?</p> <p>To know how people can be special in different ways.</p>	<p>Who is a Muslim and what do they believe?</p> <p>What do we think about God?</p>	<p>Who is Jewish and what do they believe in?</p> <p>What is precious to us? What is precious to Jewish people?</p>	

	<p>Why are some people special? To know how to talk about people who are special to them in the local community. To know what makes people in the local community special.</p> <p>What is a good friend like? How did Jesus make some very special friends? To know and Identify some of the qualities of a good friend and identify their own good friends. To know and recall about a story of Jesus as a friend to the disciples. To know about a story where Jesus shows friendship to another.</p>	<p>To know how to identify some ways a Muslim might describe God. To know how to respond sensitively to what matters to Muslims and what matters to me.</p> <p>Who was the Prophet Muhammad, and why is he important to Muslims? To know how to retell a story about the Prophet Muhammad. To know why Muslims, try to follow Muhammad and have great respect for him. To know how to respond sensitively to what matters to Muslims and what matters to me.</p> <p>What stories of the Prophet do Muslims love to tell? To know how to retell a story about Allah and Prophet Muhammad. To know how to say why Muslims try to follow Muhammad and have great respect for him. To know how to respond sensitively to what matters to Muslims and what matters to me.</p> <p>What makes a place or an object special to us? And to Muslims? To know how to identify what makes a place special, or holy. To know how to recognise and describe the significance of particular objects and places to Muslims.</p> <p>What is a mosque, and what happens at a mosque?</p>	<p>To know that many people have objects in their home that are 'precious' to them and that these can be linked to religion.</p> <p>To know objects that can be found in many Jewish homes.</p> <p>What does a mezuzah remind Jewish people about? To know what some of the words inside a mezuzah mean. To know that Jewish people believe in one God. To know why a mezuzah is put on the doorposts of houses.</p> <p>How and why do Jewish people celebrate Shabbat? To know why Jewish people, celebrate Shabbat. To know how Jewish people welcome Shabbat on a Friday night. To know how Jewish people both rest and pray at Shabbat.</p> <p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? To know the story of Chanukah. To know that Jewish practices at Chanukah.</p> <p>To know how Jewish practices at Chanukah help Jews to reflect on important aspects of the story.</p>	
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Disciplinary Knowledge	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Identify some of the qualities of a good friend</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall a story about a special person in Sikhism and talk about what can be learnt from it.</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p>	<p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p>	

		<p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p>	<p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	
Vocabulary	Qualities of a good friend, Jesus, Bible, disciples.	Muslims, Qur'an, Allah, Prophet, Ramadan, Eid-ul-Fitr, Mosque, Shahadah, First Surah, Muhammad, Believe, Belief, Islam.	Artefact, Faith, Jewish home, Mezuzah, Tallit, Tefillin, Seder Plate, Shabbat, Chanukah, Hanukkah, Passover.	
	Expressing			
Substantive Knowledge	<p>What times are special and why?</p> <p>What special times have you had? What do other people celebrate? To know about some different celebrations and that we all celebrate slightly differently for different things.</p> <p>What happened at Christmas, and why? To know and recap what they learnt about the birth of Jesus.</p> <p>What happens at Sukkot and why? Refer back to Sukkot which we celebrated as a school for Harvest.</p> <p>What other religious festivals do we know about?</p>	<p>How and why do we celebrate special and sacred times?</p> <p>What happened at Easter and how does it make people feel? To know how to retell stories connected with Easter and say why these are important to Christians. To know how to talk about features in stories about Easter that made people feel happy or sad and compare them parts of celebrations that make others happy or sad. To know how to describe why Easter is an important festival to Christians. To know how to think of reasons why some people use music in celebrations.</p> <p>What are the symbols of Easter? To know how to describe what three symbols tell us about the story of Easter identify some ways Christians celebrate Easter.</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Why do Jewish people tell the story of Passover (Pesach) every year? To know how to find out more about the items on the Seder plate and their meaning. To know how to consider questions such as how might these foods help people remember this festival? To know how to look for similarities and differences between celebrations of Pesach and Easter. To know how to describe the link between a selection of Pesach symbols and the story of Pesach.</p>	<p>Why do people pray to God?</p> <p>Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.</p> <p>Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.</p> <p>Consider the idea that some people are spiritual but not religious and like to pray in their own way.</p> <p>Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them.</p>

	To know about relevant festivals for all pupils in the year group.	How do Christians celebrate Easter? Find out more about different services during holy week. Consider questions such as why do people come together at sad times? To know how to look for similarities and differences different services celebrated at holy week.		Find out about some symbols used in prayers in different religions. Explore connections between prayer in three different religions. Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? Ask good questions about answered and unanswered prayer and find out some answers to these questions. Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. Make links between beliefs and practice of prayer in different religions. Weigh up the value and impact of these key ideas for themselves.
Disciplinary knowledge (Skills)	Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Easter and a festival from another faith Say why Christmas/Easter and a festival from another faith are special times for believers.	Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate Christmas/Harvest. Re-tell stories connected with Christmas.	Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3).	Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

		<p>Ask questions and suggest answers about stories to do with Christian festivals.</p> <p>Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Easter a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas and Eid-ul- Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>		
Vocabulary	Celebrations, festivals, Christmas, Sukkot, Harvest.	Christmas, Nativity, Festival, Advent, birth, Messiah, Frankincense, Myrrh, Christingle. New life, Easter, Good Friday, Palm Sunday, Holy week, Palm cross, Crucifix, Disciple	Seder plate, Festival, Pesach, Easter, Passover, Symbols, Slavery, Egypt, Hebrew, Moses, Pharaoh.	Pray, prayer, similarities, differences, Muslim – first surah, Christian – Lord's Prayer, Hindu – Gayatri.
Substantive Knowledge	<p>What places are special and why?</p> <p>Where is special to me?</p>	What makes some places sacred?	What makes some places sacred.	

	<p>To know where their special place is and why it is special to them. To know where Christians special place is and why it is special to them.</p> <p>What is needed to make a truly special place of our own? To identify some significant features of sacred places and holy places and apply these ideas when creating a special place of their own.</p>	<p>Where do I feel safe? Where is a sacred place for believers to go? To know places that make them feel safe. To know how to give simple reasons for why these places make them feel safe.</p> <p>Which place of worship is sacred for Christians and Muslims? To know how to find out more about places of worship. To know how to answer questions such as: Where is a sacred place for believers? To know why places of worship sacred or holy for believers?</p> <p>How are places of worship similar and different? To know how to look for similarities and differences between pictures of three different places of worship.</p> <p>Why are places of worship important to our community? To know how to describe places of worship whilst considering why they are important to believers.</p> <p>Why is the church important to Christians? To know how to find out more about why the church is important to Christians. To know how to consider questions such as: Are religious artefacts important to believers? To know why the church is important to Christians? To know why the church building important to Christians.</p>	<p>Which place of worship is sacred for Jewish people? To know how to describe key areas of the synagogue and talk about why they are important to believers. Find out more about the synagogue and why it is important to Jews. Consider questions such as: Why is the synagogue important? Who might visit the synagogue? Do you think all synagogues are the same?</p> <p>How are places of worship similar and different? Look for similarities and differences between churches and synagogues. Think of reasons why some people visit a place of worship.</p>	
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		<p>To know some reasons why some people's feel that the church is important even if they aren't a believer.</p> <p>To know how to give simple reasons for why the church is important for believers.</p>		
Disciplinary knowledge (Skills)	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	
Vocabulary	Church, Holy, Building, worship, crucifix, priest.	Church, Mosque, Chalice, Hymn book, Pulpit, Font, Alter, Pew, Candle, Lectern, Pray, Worship.	Synagogue, Shabbat, Challah bread, Chuppah,	
Substantive Knowledge			<p>What can we learn from sacred books?</p> <p>What stories are special to us? What is a holy book?</p> <p>To know that some books are holy, and what this means.</p>	

			<p>To know that there are many versions of the Bible published and reasons for this</p> <p>What did Jesus teach about God in a story? To know the meanings behind the parable of The Lost Sheep.</p> <p>What did Jesus say about how to treat others? To know the lessons taught by Jesus in the Sermon on the Mount Ways in which these lessons can be put in practice today.</p> <p>How are holy books treated? To know that holy books are treated in special ways. To know how Christian people, treat the Bible to show that it is holy. To know how Muslim people, treat the Qur'an to show that it is holy. To know how Jewish people, treat the Sefer Torah to show that it is holy.</p> <p>What story is special for Jewish people in the Torah? To know a story from the Torah (Moses). To know that the Torah contains stories and teachings. To know that there are similarities and differences between the Torah and the Bible.</p> <p>Which story do Muslims tell about the Prophet Muhammad? To know a story about the Prophet Muhammad. To know meanings behind an Islamic story.</p> <p>What can be learnt from the story of Jonah? What is special about Jonah?</p>	
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			<p>To know the story of Jonah from Jewish and Christian holy texts.</p> <p>To know the meanings behind the story of Jonah in Jewish and Christian holy texts with a focus on what it teaches about God and forgiveness.</p> <p>To know the story of Jonah from the Qur'an.</p> <p>That the story of Jonah is in more than one holy text and shared by people of different religions.</p>	
Disciplinary Knowledge			<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>	
Vocabulary			<p>Torah , Bible, Qur'an, Holy, Moses, Forgiveness.</p>	

Living				
Substantive Knowledge	Being special: Where do we belong?	What does it mean to belong to a community?	How should we care of others and the world, why should it matter?	What does it mean to be a Christian in Britain today?
	<p>What is special about us? To know that they are special. To know what makes them feel special and what makes Christians feel special to God.</p> <p>What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? To know and make links between different groups, families, swimming club, rainbows gives them a sense of belonging.</p> <p>How do we show people they are welcome? To know and understand how they as babies were welcomed into the world. To know that Christian babies are welcomed by being baptised into the Christian family.</p>	<p>Do we all belong to something? To know that we all belong to something and belonging is an important part of our lives. To know that religious people have signs we can notice about the fact that they belong to a religion</p> <p>How do Christians show they belong? To know how to describe what Christians believe about God caring for them. To know how to find out more about Christian signs of belonging.</p> <p>How do Muslims know that they belong? To know how to describe what a story about the prophet shows about belonging to the Muslim community. To know how to find out more about how calligraphy shows. what is important to Muslims.</p> <p>How do Christians welcome a new baby? How do Muslims welcome a new baby? To know reasons why many Christian families, baptise their babies. To know how to look for similarities and differences between two different baptisms. To know more about welcoming ceremonies in Islam. To know similarities and differences between baptism in Christianity and belonging ceremonies in Islam.</p>	<p>Should we care for everyone? To know what Jesus said about the importance of children. To know how people are unique and valuable. To know how to describe how it feels when people are not kind. To know how to consider questions such as what does this story teaches, about caring?</p> <p>What do Christians believe about caring for people? To know how to look for similarities and differences between different stories from the bible about caring. To know to identify two examples of religious believers caring for people. To know simple reasons why Jesus told the story of the Good Samaritan. To know what believer's do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man.</p> <p>What do some religions say about caring for other people? To know how to describe how Jewish people might help people making links to the festival of Sukkot. To know how to find out more about Tzedakah. To know how to consider questions such as who needs our help? To know the links between the teaching in the Torah and caring. To know of some ways Jewish people, care for the world.</p>	<p>Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p> <p>Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.</p>

		<p>How do some people show they belong to one another? To know and Identify two ways people show they belong to each other when they get married.</p>	<p>How have some people shown they cared? How is the golden rule an encouragement to care? To know how Mother Teresa have put their beliefs into action. To know how to consider questions such as what would it be like if everyone followed the golden rule?</p>	<p>Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?</p> <p>Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid).</p>
Disciplinary knowledge (Skills)	<p>Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p>	<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Show an awareness that some people belong to different religions (B1).</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Recognise that some people believe God created the world and so, we should look after it (A2).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1)</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>

		<p>/dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)</p>
Vocabulary	Christians, believe, God, special, family, baptism, font.	Belonging, Symbol, Baptism, Christening, Ceremony, Celebration, Church, Wedding ring,	Good Samaritan, Mother Teresa, Tzedakah, Paralysed man.	Christians, God, worship, belief, prayer
Substantive Knowledge	<p>What is special about our world?</p> <p>What are our favourite things about nature?</p> <p>To know how to talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.</p> <p>To think about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature.</p> <p>Why do some people say the world is special? What do you think is special about the world?</p> <p>To know how to create something.</p>			

	<p>To know how creating something special creation makes them feel.</p> <p>What story do Christians tell about how the creation of the world? To know about the Christian creation story.</p> <p>Is our world 'very good'? To know about what people, do to mess up the world and what they need to do to look after it. To talk about their own experiences and feelings about when the world is and is not looked after.</p>			
Disciplinary knowledge (Skills)	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it</p>			
Vocabulary	Creation, proud, wonderful.			