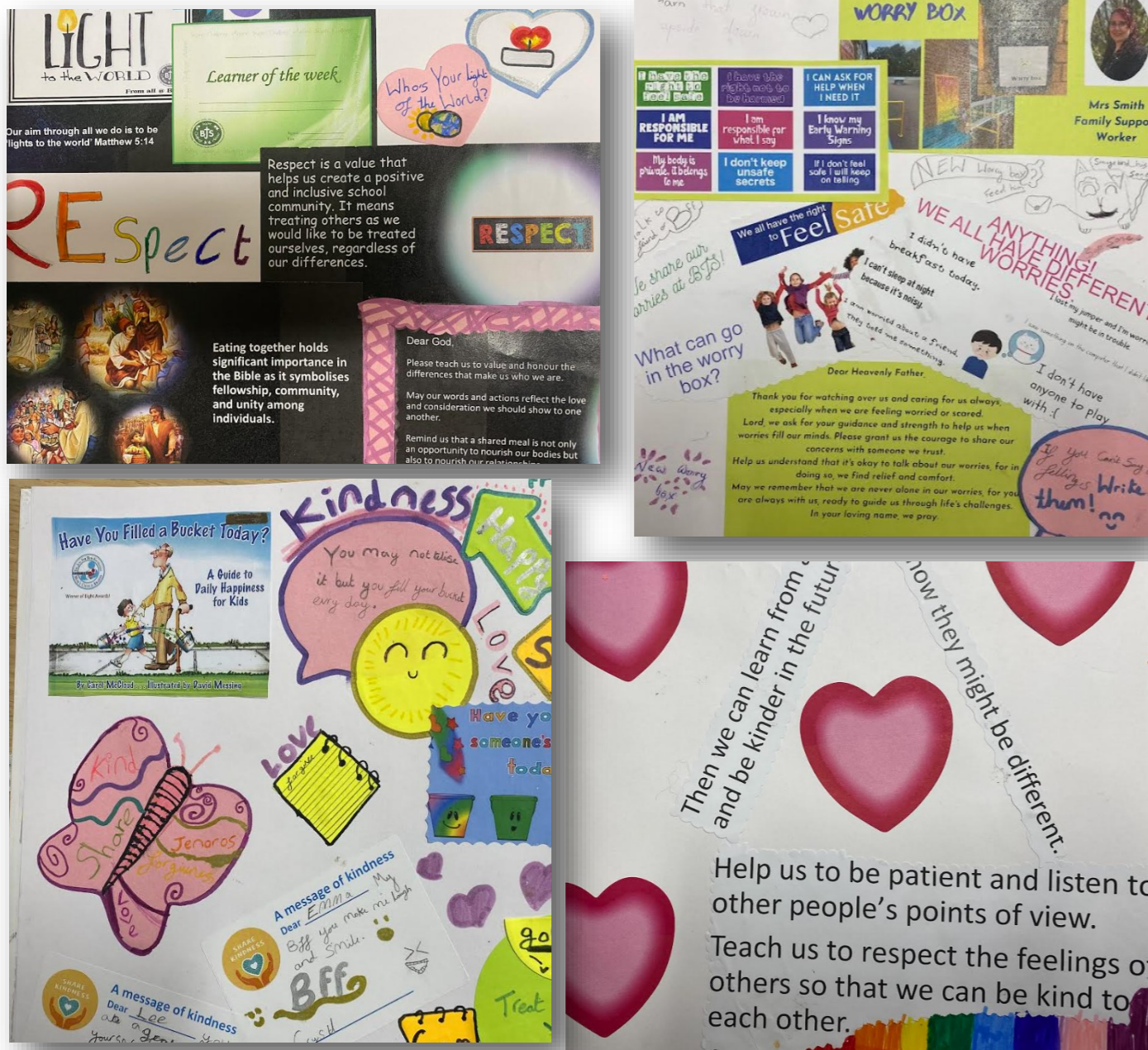




# Book of Assembly Reflection



## Religious Education Progression Document



# Religious Education

## Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

**Resilient:** Every child is resilient.

**Emotionally Literate:** Every child is aware of their feelings and those of others.

**Aspirational:** Every child aspires for more in their learning and in life.

**Communicators:** Every child is an effective communicator.

**Happy:** Every child has the right to be happy. Bilton Community Federation



Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

**Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. (Church of England, A Statement of Entitlement)**

## Intent

Our RE curriculum is designed to engage and enthuse learners. It is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints and how Christian values can be seen in a multitude of ways. We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity by having depth and breadth of study. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views. We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

## Implementation

Each child is entitled to 1 hour of Religious Education per week through well planned lessons. The lessons are implemented from the Coventry and Warwickshire agreed syllabus for Religious Education mixed with Understanding Christianity, which further teaches our Christian values. Children are enriched through visits to places of worship to spark interest and ask question through first-hand experiences.

## Impact

The impact of learning in RE is shown in a variety of ways such as making links between their own lives and those of others in their community and beyond and developing an understanding of other cultures and worldviews and their ways of life. As a result, children demonstrate:

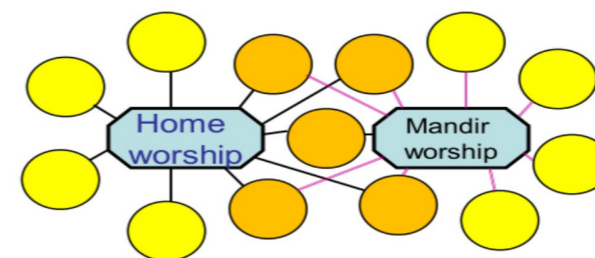
- A positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- Respectful behaviour to all and this is transferable outside of school in the wider community and beyond.

# Lesson Example In More Detail

| LESSON OBJECTIVES   | Teaching and learning ideas and activities   | LEARNING OUTCOMES   |
|---|--|---|
| <b>What is a place of worship? What is it for?</b>  |  |   |
| <p><b>Pupils will learn:</b></p> <p>about what places of worship are for.</p> <p>about the most important function of a place of worship.</p> | <p><b>Way in: What is a place of worship? What is it for?</b><br/>Write this key question on a large piece of paper on each table. Give pupils 3 minutes to scribble answers. Ask groups to reflect on their answers; have they answered both questions?</p> <p><b>What is a place of worship?</b><br/>Reward every RE keyword recalled from previous learning; such as the names of places of worship, types of worship named, differences in worship and features of the buildings named. Gather all keywords on board. Begin a class glossary- which pupils can add to as they work through these lessons.</p> <p><b>What is a place of worship for?</b><br/>Gather answers from around the room. List different purposes of worship on the board.</p> <p>In three or pairs, choose three features, draw them and write one sentence that explains what they are for. For example, one group might draw a holy book and explain that it contains the teachings and beliefs of the religion. Groups should explain how each feature of a place of worship helps religious believers people to worship.</p> <p>Are there any features that don't serve an immediate purpose? Are there purposes that are not met by features? Explain you are going to find out more about places of worship...</p> <p><b>Notes:</b> The first and last activities in this unit can be utilized whatever religion/s you are studying. They are starter and discussion tasks. Following these activities are ideas and resources to focus on Christianity, Judaism and Hinduism specifically. These could be stand-alone lessons or taught as a series. Depending on your syllabus, you can focus on one religion, teach each religion separately, or split the class into three and run three religions concurrently.</p> | <p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied (A1).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> </ul> |

| LESSON OBJECTIVES  | Teaching and learning ideas and activities  | LEARNING OUTCOMES   |   |  |                                  |   |   |  |  |   |                                       |   |   |   |
|--|---|---|---|--|----------------------------------|---|---|--|--|---|---------------------------------------|---|---|---|
| <b>What is a Christian place of worship? What is it for?</b>   |   |   |   |  |                                  |   |   |  |  |   |                                       |   |   |   |
| <p><b>Pupils will learn:</b></p> <p>Differences within Anglican and Baptist churches</p> <p>Make links between Christian beliefs and features of these places of worship.</p> <p>Think about what places of worship are for.</p> <p>Think about the most important function of a place of worship.</p> | <p><b>Comparing Christian Churches</b></p> <ul style="list-style-type: none"> <li>• Split groups into two. Hand out two separate envelopes with the following information on cards:</li> </ul> <table border="1"> <tr> <td>A room for children to learn and play</td> <td>A platform to speak from, not raised as everyone is considered equal.</td> <td>A large, rectangular pool in the main church filled with water. Deep enough to reach an adult's waist.</td> </tr> <tr> <td>The pool is called a 'baptistry'</td> <td>A board outside stating the next 'Lord's Supper' will be in three weeks</td> <td>A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)</td> </tr> <tr> <td>A board outside advertising 'Holy Communion' every Sunday at 9am and 10am.</td> <td>A lectern (raised stand) for the priest to stand so the whole congregation can see and hear him/ her</td> <td>A font; a raised bowl of water. Tall enough for an adult to stand at and hold an infant over the water.</td> </tr> <tr> <td>A room for children to learn and play</td> <td>A table in the church, with gold candlestick, a gold cup and plate.</td> <td>A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)</td> </tr> </table> <ul style="list-style-type: none"> <li>• Give each half of the group a plain and basic outline of a church in the middle of a sheet of paper (Google images: 'church outline clipart') with space around the edges. Using the cards in their envelope, each group must draw the features on the cards and label the feature by sticking the cards on. Don't let them worry about their drawing- the task is about focussing on the features and why they are there. Swap churches and look at the other half of the group. Give out the information below printed onto two cards. Ask the pupils to read the two 'church info cards'. Ask groups to identify who has a Baptist church and who has an Anglican church.</li> <li>• Identify differences and similarities between the two churches. From this process, create a list of 'Anglican beliefs' and 'Baptist beliefs'. Write these beliefs on... For example, write Baptist belief about baptism over the bapt...</li> </ul> | A room for children to learn and play   | A platform to speak from, not raised as everyone is considered equal. | A large, rectangular pool in the main church filled with water. Deep enough to reach an adult's waist. | The pool is called a 'baptistry' | A board outside stating the next 'Lord's Supper' will be in three weeks | A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it) | A board outside advertising 'Holy Communion' every Sunday at 9am and 10am. | A lectern (raised stand) for the priest to stand so the whole congregation can see and hear him/ her | A font; a raised bowl of water. Tall enough for an adult to stand at and hold an infant over the water. | A room for children to learn and play | A table in the church, with gold candlestick, a gold cup and plate. | A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it) | <p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied (A1).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> </ul> |
| A room for children to learn and play  | A platform to speak from, not raised as everyone is considered equal.   | A large, rectangular pool in the main church filled with water. Deep enough to reach an adult's waist.  |   |  |                                  |   |   |  |  |   |                                       |   |   |   |
| The pool is called a 'baptistry'   | A board outside stating the next 'Lord's Supper' will be in three weeks   | A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)             |   |  |                                  |   |   |  |  |   |                                       |   |   |   |
| A board outside advertising 'Holy Communion' every Sunday at 9am and 10am.   | A lectern (raised stand) for the priest to stand so the whole congregation can see and hear him/ her  | A font; a raised bowl of water. Tall enough for an adult to stand at and hold an infant over the water. |   |  |                                  |   |   |  |  |   |                                       |   |   |   |
| A room for children to learn and play  | A table in the church, with gold candlestick, a gold cup and plate.   | A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)             |   |  |                                  |   |   |  |  |   |                                       |   |   |   |

**What are similarities and differences between worship at home and worship at the Mandir?**



**If God is everywhere, why go to a place of worship?**



# Skills Progression Year 6

| Year 6 | Creation and Science: conflicting or complementary? (UC 2b.2 – Creation/Fall)  | What matters most to Christians and Humanists? (WS U2.7 – Living)   | What would Jesus do? (WS U2.2 – Believing, UC 2b.5 – Gospel)  | What difference does the resurrection make for Christians? (UC 2b.7 – Salvation)   | Is it better to express your beliefs in arts and architecture or in charity and generosity? (WS U2.5 – Expressing)   | What kind of King is Jesus? (UC 2b.8 – Kingdom of God)  |
|--------|--|---|---|--|--|---|
|        | <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> | <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>Describe some Christian and Humanist values simply</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> | <p>Outline Jesus' teaching on how his followers should live</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p> <p>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> | <p>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.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways. 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</p> | <p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Apply ideas about values and from scriptures to the title question</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> <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> |

## Our Curriculum Goals

- To recognise and apply the key values within Christianity
- To build a secure understanding of global religious and non-religious worldviews
- To understand the interconnected ideas within different religious and non-religious worldviews

## Our Christian Values

Through our core Christian values we want to ensure that our school is place that enables children to learn, feel safe, happy and feel valued, where they are able to flourish and experience God's wonderful world in all its fullness. We focus on a different value every half term.

**Care:** Ephesians 4:32 'Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.'

**Respect:** Matthew 7:12 'Do to others how you would them to do to you.'

**Honesty:** Ephesians 4.25 'So stop telling lies, let us tell our neighbours the truth for we are all part of the same body.'

**Resilience:** Galatians 6:9 So let's not get tired of doing what is good. At just the right time we will reap a harvest of blessing if we don't give up.'

**Co-operation:** Proverbs 17:17 'A friend is always loyal and a brother is born to help in time of need.'

**Forgiveness:** Colossians 3:13 'Make allowance for each other's faults, and forgive anyone who offends you. Remember, the Lord forgave you so you must forgive others.'



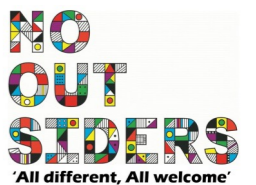
International Cross of Nails Schools

We are proud to be know as an International Cross of Nails School and continue to work on the three strands of Diversity, Peace and reconciliation. As a No Outsiders school It is important that we create a school culture in which children, staff and the whole school community

work together to foster an environment of inclusivity through high-quality experiences. We include the No Outsiders as part of our curriculum. Class teachers deliver the programme throughout the year using developmentally appropriate picture books. All school staff will promote and recognise the No Outsiders ethos as part of the school all day every day. When possible, whole school assemblies will support and explore related topics and promote the inclusive ethos of BJS.

The aim of the restorative approach at BJS is to develop our community and to manage conflict and tension by repairing harm and building relationships.

For effective teaching and learning to take place, we believe that there should be good relationships within the school. The restorative approach puts repairing harm done to relationships at the heart of the school. This allows us to build, nurture and repair relationships. Through this approach we encourage peace and reconciliation.



# Our School Prayer

Dear God

Thank you for our school, our friends and all those who care for us.

Help us to be respectful, show kindness to others and take care of the planet.

Help us to always be honest and persevere when things are hard.

Thank you for forgiving us and help us to work with others to think and repair.

May we be lights to the world by following the example of Jesus.  
Amen



## Skills Progression Year 5

|               | Why do some people think God exists? (WS U2.1 – Believing)   | If God is everywhere, why go to a place of worship? (WS U2.4 – Expressing)  | What does it mean if God is holy and loving? (UC 2b.1 – God)   | What did Jesus do to save human beings? (UC 2b.6 – Salvation)  | What does it mean to be a Muslim in Britain today? (WS U2.6 – Living)   | How can following God bring freedom and justice? (UC 2b.3 – People of God)  |
|---------------|--|---|--|--|---|---|
| <b>Year 5</b> | <p>Outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>Present different views on why people believe in God or not, including their own ideas</p> | <p>Make connections between how believers feel about places of worship in different traditions</p> <p>Select and describe the most important functions of a place of worship for the community</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself</p> | <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>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> | <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>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> | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p> | <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> |

# Skills Progression Year 4



| When Jesus left, what was the impact of the Pentecost? (UC 2a.6 – Kingdom of God)  | Why do some people think life is like a journey and what significant experiences mark this? (WS L2.6 – Expressing)   | Why is Jesus inspiring to some people? (WS L2.3 – Believing) / Why do Christians call the day Jesus died 'Good Friday'? (UC 2a.5 – Salvation)   | What can we learn from religions about deciding what is right and wrong? (WS L2.9 – Living)  | What does it mean to be a Hindu in Britain today? (WS L2.8 – Living)   | What is it like to follow God? (UC 2a.2 – People of God)   |
|--|--|---|--|--|--|
| <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.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>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> | <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> | <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them</p> <p>Identify the most important parts of Easter for Christians and say why they are important</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</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>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>Make connections between stories of temptation and why people can find it difficult to be good</p> <p>Give examples of ways in which some inspirational people have been guided by their religion</p> <p>Discuss their own and others' ideas about how people decide right and wrong</p> | <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</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> |
| <b>Year 4</b>  |  |   |  |  |  |



## Assemblies



Our daily collective worship is delivered in a variety of ways throughout the week. As well as staff members and classes delivering assemblies, we also have regular visitors from church organisations.

Rugby Youth for Christ not only delivers assemblies, but also delivers additional RE lessons to each Year 5 & Year 6 class. Their assemblies are interactive, engaging and structured around a central theme and their lessons cover topics such as faith, choices, showing belief, Christmas, Easter, forgiveness to name a few. We also use iSingPOP which is a singing, performing, and resourcing project that helps children engage in Collective Worship in school.

## St Mark's Church

As Foundation Governor St Mark's has a particularly strong relationship with our school. It has an important role to play in supporting and maintaining the school and many opportunities to work together. St Mark's Church is a vibrant, friendly church with a long history of over 700 years and continues to be a thriving place of worship in the present.

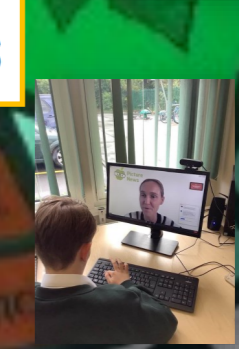
As a school, we enjoy visits from Reverend Glenn who delivers regular assemblies linked to our Christian values. We are welcome at St Mark's for both learning opportunities and events such as school carol services.



## Worship Leads

Our worship leads are excellent role models. They demonstrate our Christian Values at all times to all members of our community. They are actively involved with supporting in assemblies and have even delivered their own. Some of their roles as a Worship Lead involve:

- Support the teacher/class running worship
- Recording reflections following assemblies
- Lighting of candles
- Participating in mentor training
- Helping to organise the running of special events
- Maintaining prayer areas
- Attending regular meetings as a group
- Welcoming visitors to assembly



# Curriculum Overview



| Year Group | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|------------|--|---|---|---|--|---|
| Year 3     | What does it mean to be a Christian in Britain today? (WS L2.7 - Living) | What do Christians learn from the Creation Story? (UC 2a.1 – Creation/Fall) | Why is the Bible so important for Christians today? (WS L2.2 – Believing)   | What is the Trinity? (UC 2a.3 – Incarnation)  | Why are festivals important to religious communities? (WS L2.5 – Expressing)                                       | Why do people pray? (WS L2.4 – Expressing)  |
| Year 4     | What is it like to follow God? (UC 2a.2 – People of God)                 | What does it mean to be a Hindu in Britain today? (WS L2.8 – Living)        | Why is Jesus inspiring to some people? (WS L2.3 – Believing) / Why do Christians call the day Jesus died 'Good Friday'? (UC 2a.5 – Salvation) | What can we learn from religions about deciding what is right and wrong? (WS L2.9 – Living) | Why do some people think life is like a journey and what significant experiences mark this? (WS L2.6 – Expressing) | When Jesus left, what was the impact of the Pentecost? (UC 2a.6 – Kingdom of God) |
| Year 5     | Why do some people think God exists? (WS U2.1 – Believing)               | If God is everywhere, why go to a place of worship? (WS U2.4 – Expressing)  | What does it mean if God is holy and loving? (UC 2b.1 – God)  | What did Jesus do to save human beings? (UC 2b.6 – Salvation)                               | What does it mean to be a Muslim in Britain today? (WS U2.6 – Living)  | How can following God bring freedom and justice? (UC 2b.3 – People of God)        |
| Year 6     | What matters most to Christians and Humanists? (WS U2.7 – Living)        | What would Jesus do? (WS U2.2 – Believing, UC 2b.5 – Gospel)                | Is it better to express your beliefs in arts and architecture or in charity and generosity? (WS U2.5 – Expressing)                            | What difference does the resurrection make for Christians? (UC 2b.7 – Salvation)            | Creation and Science: conflicting or complementary? (UC 2b.2 – Creation/Fall)                                      | What kind of King is Jesus? (UC 2b.8 – Kingdom of God)                            |

# Skills Progression Year 3



|        | What does it mean to be a Christian in Britain today? (WS L2.7 - Living)  | What do Christians learn from the Creation Story? (UC 2a.1 – Creation/Fall)   | Why is the Bible so important for Christians today? (WS L2.2 – Believing)   | What is the Trinity? (UC 2a.3 – Incarnation)   | Why are festivals important to religious communities? (WS L2.5 – Expressing)  | Why do people pray? (WS L2.4 – Expressing)   |
|--------|---|---|---|--|---|--|
| Year 3 | Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings<br>Describe some ways in which Christian express their faith through hymns and modern worship songs<br>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<br>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 | Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.<br>Make clear links between Genesis 1 and what Christians believe about God and Creation.<br>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.)<br>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. | Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.<br>Give examples of how and suggest reasons why Christians use the Bible today<br>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression<br>Discuss their own and others' ideas about why humans do bad things and how people try to put things right | Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.<br>Offer suggestions about what texts about baptism and Trinity might mean.<br>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.<br>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. | Make connections between stories, symbols and beliefs with what happens in at least two festivals<br>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)<br>Identify similarities and differences in the way festivals are celebrated within and between religions<br>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives | Describe the practice of prayer in the religions studied<br>Make connections between what people believe about prayer and what they do when they pray<br>Describe ways in which prayer can comfort and challenge believers<br>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray |