

RE - Understanding Christianity Progression in KS1

| Concept | Reception Unit F1* (GOD/ CREATION is the same unit) | Year 1 Unit 1.1 – What do Christians believe God is like? (Core Learning) | Year 2 Unit 1.1 - What do Christians believe God is like? (Digging Deeper) | Outcomes at the end of KS1 |
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| GOD Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. | <p>Children will know that:</p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>*Unit F1 - Why is the word 'God' so important to Christians?</p> | <p>By the end of this unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: e.g. by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship, e.g. by saying sorry to God. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. | <p>By the end of this unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> Tell the key points of the story of Jonah from the Bible and recognise a link with the concept of God. Give clear simple accounts of what the text means to Christians. Give an example of a way in which Christians use this story to guide their beliefs about God, e.g. seeing God as the Lord who is in control of events & who is fair: God wants to save the people of Nineveh. Give at least two examples of how Christians put their beliefs into practice in worship, e.g. using the story in church, in art. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. | <p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe that God is loving, kind and fair and also Lord and King; and that there are some stories that show this. Christians worship God and try to live in ways that please him. |

| Concept | Reception Unit F1* (GOD/ CREATION is the same unit) | Year 1 Unit 1.2 – Who made the world? (Core Learning) | Year 2 Unit 1.2 – Who made the world? (Digging Deeper) | Outcomes at the end of KS1 |
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| CREATION The universe and human life are God's creation. Humans are made in the image of God. | <p>Children will know that:</p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>*Unit F1 - Why is the word 'God' so important to Christians?</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 for the Creation. • 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. | <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. • Say what the story tells Christians about God, creation and the world. • Give at least two examples of what Christians do to look after the world for God. • Think, talk and ask questions about living in an amazing world. | <p>Pupils will know that:</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. |

| Concept | Reception Unit F2* | Year 1 Unit 1.3 – Why does Christmas matter to Christians? (Core Learning) | Year 2 Unit 1.3 - Why does Christmas matter to Christians? (Digging Deeper) | Outcomes at the end of KS1 |
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| INCARNATION The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans. | <p>Children will know that:</p> <p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p> <p>*Unit F2 – Why do Christians perform Nativity plays at Christmas?</p> | <p>By the end of this unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important to Christians. • Recognise that story of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas. | <p>By the end of this unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the ‘Big Story’ of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is ‘God on Earth’. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example about being kind and generous. | <p>Pupils will know that:</p> <ul style="list-style-type: none"> • 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, and Advent for Christians is a time for getting ready for Jesus’ coming. |

| Concept | Re-ception | Year 1 Unit 1.4 – What is the good news Jesus brings? (Core Learning) | Year 2 Unit 1.4 – What is the good news Jesus brings? (Digging Deeper) | Outcomes at the end of KS1 |
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| GOSPEL Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasis loving one's neighbour – particularly the weak and vulnerable – as part of loving God. | | By the end of this unit, pupils are expected to be able to: <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Mathew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • 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. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (e.g. charity, confession). • 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. | By the end of this unit, pupils are expected to be able to: <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept: e.g. the ideas to 'good news' links to the practice of being thankful. • Give clear, simple accounts of what the texts mean to Christians: e.g. that people can trust God, and that they should say thank you to God for his good gifts. • Describe how Christians show their beliefs: e.g. thanking God in prayer. • Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and in their own lives. • 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. | Pupils will know that: <ul style="list-style-type: none"> • 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. |

| Concept | Reception Unit F3* | Year 1 Unit 1.5 – Why does Easter matter to Christians? (Core Learning) | Year 2 Unit 1.5 – Why does Easter matter to Christians? (Digging Deeper) | Outcomes at the end of KS1 |
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| SALVATION Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. | Children will know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to love to others. *Unit F3 – Why do Christians put a cross in an Easter garden? | By the end of this unit, pupils are expected to be able to: <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions to people about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. 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. | By the end of this unit, pupils are expected to be able to: <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories about Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. | Pupils will know that: <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. |

Text - Impact - Connections

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. **Note:** In EYFS, the **Making connections** element of the approach is woven throughout all the activities.

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| Teaching and learning approach | End KS1 <i>Pupils will be able to:</i> |
| Element 1 | <ul style="list-style-type: none">• Recognise that God, Creation, Incarnation and Salvation...• |
| Element 2 | <ul style="list-style-type: none">• Give at least three examples... |
| Element 3 | <ul style="list-style-type: none">• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. |