



Harlington and Sundon Academy Trust

School: Sundon Lower School

Curriculum Progression for: Religious Education

Intent	We believe that Religious Education should contribute to the development of pupils as individuals and members of society by developing the children's knowledge and understanding of world religions and by encouraging them to reflect on the challenging questions that learning about religion provokes. We believe that this should be achieved within the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of the different cultures in today's society and through a shared commitment of the whole school community to Values Education.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Being special: Where do we belong?	Why is Christmas special for Christians? Incarnation	Why is the word 'God' so important to Christians? Creation	Why is Easter special for Christians? Salvation	Which places are specially valued and why?	Which stories are specially valued and why?
Vocabulary	Special Belonging Unique Valued Group Religion Baptism Blessing Welcome <i>Harvest</i> Harvest Thankful	Jesus Bible Christmas Star Angel Special Nativity Christians Incarnation <i>Diwali</i> Hindu Diwali Rama Sita Diwa lamp	God Creator Christians Creation Universe World Nature <i>Chinese New Year</i> New Year Resolution	Spring Easter Salvation Palm Sunday Hosanna Celebration Resolution	Special place Church Mosque Gurdwara Mandir Synagogue Worship Belief <i>Eid</i> Islam Muslim Eid Eid-al-Fitr Muhammed Ramadan	Stories Bible Jesus God Special books <i>Eid</i> Islam Muslim Eid Eid-al-Adha Muhammed

Harlington and Sundon Academy Trust



Skills	<p>ELG UW People, cultures and communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>					
Knowledge	<p>Make Connections:</p> <ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world talk about people who are special to them 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus recall simply what happens at a traditional Christian festival (Christmas, Easter), baptism, dedication, 	<p>Understand the impact:</p> <ul style="list-style-type: none"> say how and when Christians may like to thank their Creator <p>Make Connections:</p> <ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world talk about what people do to mess up the world and what they do to look after it think about the wonders of the natural world, expressing ideas and feelings, new life 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recall simply what happens at a traditional Christian festival (Christmas, Easter), baptism, dedication, 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> talk about the things that are special and valued in a place of worship recognise that some religious people have places which have special meaning for them 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> re-tell stories, talking about what they say about the world, God, human beings, key celebrations identify a sacred text e.g. the Bible or the Torah recognise some religious words, e.g. about God
Visit/Special Occasions	Weekly OTB assembly Harvest Celebration	Weekly OTB assembly Church Visit, Christmas	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly



Harlington and Sundon Academy Trust

KS1 (A) 22/23	What makes some places significant? What makes some places sacred to believers?	How and why do we celebrate significant times?	What do Christians believe God is like?	How and why should we care for each other?	What can we learn from sacred books & stories?	How and why should we care for the Earth?
Vocabulary	Special place Worship Prayer Belief Sacred Holy	Jesus Christ Lord Bible Christmas Star Advent Christingle Wreath Angel Special Nativity Christians Incarnation Gospel Beliefs Celebration	God Creator Christians Creation Universe World Nature Parable Bible Welcoming Forgiveness	Values Respect Responsibilities Serving Caring Unique Important Gifts Valuable Charity	Stories Bible Jesus God Special books Holy Sacred Respect Scriptures Symbols Hidden messages	God Creator Christians Creation Universe World Nature Environment Natural World
Skills	<p>Year 1</p> <ul style="list-style-type: none"> Recall, remember, name and talk about simple beliefs, stories and festivals. Observe, notice and recognise simple aspects of religion and their own communities. Begin to find out about and link religions and beliefs. <p>Year 2</p> <ul style="list-style-type: none"> Identify beliefs, describe them simply, give examples and suggest meanings. Give examples of what difference it makes to belong to and believe in a religion. Think, talk and ask questions about religion and belief for themselves. 					



Harlington and Sundon Academy Trust

<p>Knowledge</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise that there are special places where people go to worship, and talk about what people do there identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community <p>Make connections:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise a special time pupils celebrate and explain simply what celebration means identify and name at least three different religious festivals, giving two facts about each one identify a belief that connects to a festival, e.g. 'they do it because they believe ...' <p>Understand the impact:</p> <ul style="list-style-type: none"> give simple examples of the ways a festival makes a difference, e.g. to emotions, to families talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask good questions about big days in different religions talk about links between how people celebrate today and old stories notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts 	<p>Make sense of belief:</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 Christian idea of God as a forgiving Father give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> 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) <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas give a reason for the ideas they have and the connections they make 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify a story or text that says something about each person being unique and valuable give an example of a key belief some people find in one of these stories (e.g. that God loves all people) <p>Understand the impact:</p> <ul style="list-style-type: none"> give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories give examples of how religious teaching encourages care for other people <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat each other give good reasons why everyone (religious and non-religious) should care for others 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify a story or text that says something about the beautiful Earth give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> give an example of how people can show that they care for the Earth, making a link to a creation story give examples of how Christians and Jews can show care for the Earth say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat the natural world give good reasons why everyone (religious and non-religious) should look after the natural world 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify a story or text that says something about the beautiful Earth give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> give an example of how people can show that they care for the Earth, making a link to a creation story give examples of how Christians and Jews can show care for the Earth say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat the natural world give good reasons why everyone (religious and non-religious) should look after the natural world
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Harlington and Sundon Academy Trust



	<ul style="list-style-type: none"> • think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • talk about what makes some places special to people, and what the difference is between religious and nonreligious special places 					
Visit/Special Occasions	Weekly OTB assembly Harvest Celebration	Weekly OTB assembly Church Visit, Christmas	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly



Harlington and Sundon Academy Trust

KS1 (B) 23/24	Who is a Muslim? What do they believe & how do they live? (Double Unit)	Why does Christmas matter to Christians?	Who is a Muslim? What do they believe & how do they live? (Double Unit)	Why does Easter matter to Christians?	Who is an inspiring person? What stories inspire Christians and Muslims?	What is the 'good news' Christians believe Jesus brings?
Vocabulary	Muslim Islam Allah Peace Be Upon Him Prophet Shahada Subha beads Prayer Crescent Star 99 names Mosque Masjid Qur'an	Jesus Bible Christmas Star Angel Special Nativity Christians Incarnation Gospel Beliefs	Muslim Islam Allah Peace Be Upon Him Prophet Shahada Subha beads Prayer Crescent Star 99 names Mosque Masjid Qur'an	Spring Easter Salvation Palm Sunday Hosanna Celebration Resolution Holy Week Resurrection	God Special people Chosen Leader Influence Inspire Admire	Bible Stories Gospel Good news Christian Jesus Followers Disciples Forgiveness Peace Church Charity Confession Friendship
Skills	<p>Year 1</p> <ul style="list-style-type: none"> Recall, remember, name and talk about simple beliefs, stories and festivals. Observe, notice and recognise simple aspects of religion and their own communities. Begin to find out about and link religions and beliefs. <p>Year 2</p> <ul style="list-style-type: none"> Identify beliefs, describe them simply, give examples and suggest meanings. Give examples of what difference it makes to belong to and believe in a religion. Think, talk and ask questions about religion and belief for themselves. 					

Harlington and Sundon Academy Trust



Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) <p>Make connections:</p> <ul style="list-style-type: none"> think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise that stories of Jesus' life come from the Gospels give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about Christmas for people who are Christians and for people who are not. Describe what they personally have to be thankful for, giving a reason for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean give examples of how stories about the Prophet Muhammad show what Muslims believe about him <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) <p>Make connections:</p> <ul style="list-style-type: none"> think, talk about and ask questions about Muslim beliefs and ways of living talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise that incarnation and salvation are part of a '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 about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify at least three people from religions who are admired as good followers of God describe stories that are told by and about special people in two religions identify a belief about a religious leader <p>Understand the impact:</p> <ul style="list-style-type: none"> understand why some people inspire others identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' <p>Make connections:</p> <ul style="list-style-type: none"> think, talk and ask good questions about leadership and inspiration notice and find out about the different ways leaders are admired in different religions talk about links between the work and the question: who inspires me? 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians recognise that Jesus instructs people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 (for example: charity, confession) <p>Make connections:</p> <p>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 about how to live, giving a good reason for their ideas</p>



Harlington and Sundon Academy Trust

	<ul style="list-style-type: none"> give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too 		whether prayer, respect, celebration and self-control have something to say to them too			
Visit/Special Occasions	Weekly OTB assembly Harvest Celebration	Weekly OTB assembly Church Visit, Christmas	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly



Harlington and Sundon Academy Trust

KS2 (A) 22/23	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How is faith expressed in Sikh communities and traditions?	Why do Christians call the day Jesus died 'Good Friday'?	Where, how and why do people worship?	How and why do people try to make the world a better place?
Vocabulary	Healing Miracle Gospel Teachings Followers	God Judaism Jewish Worship Festivals Synagogue Rosh Hashanah Yom Kippur Day of Atonement	Guru Gurdwara Golden Temple Sewa Equal Guru Granth Sahib Waheguru Mool Manter	Spring Easter Salvation Hosanna Father Celebration Resolution Last Supper Crucifixion Holy Week Passover Palm Sunday Good Friday Easter Sunday Resurrection Disciple	Special place Worship Prayer Belief Sacred Holy Church Mosque Mandir Gurdwara Synagogue	Charity Service Better Place Sin Beliefs
Skills	At the end of LKS2: <ul style="list-style-type: none"> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Connect stories, teaching concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the difference's religion makes to life. 					

Harlington and Sundon Academy Trust



Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> make links between the importance of love in the Bible stories studied and life in <ul style="list-style-type: none"> the world today, giving a good reason for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify some beliefs about God in Judaism make clear links between beliefs about God and religious festivals <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of Jewish worship and celebrations make links between Jewish beliefs about God and a range of ways in which Jews worship (e.g. in prayer, as a family and as a community, at home and in the synagogue) <p>Make connections:</p> <ul style="list-style-type: none"> make connections between Jewish religious festivals and those held by other faiths. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify and describe key Sikh beliefs and values including Waheguru and Sewa explain examples of texts such as the Mool Mantar consider questions about the belief that all humans are equal to God <p>Understand the impact:</p> <ul style="list-style-type: none"> make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' describe how people show their Sikh identity in dress, behaviour and values <p>Make connections:</p> <ul style="list-style-type: none"> raise questions about what it means to live a good life and examine Sikh answers make links between their own ideas and values and those held dear in Sikh communities give good reasons for their views about the importance of values such as equality, community, tradition and respect 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify and describe how key actions, features and artefacts help people worship in different religions explain the meanings of examples of texts that believers use in worship consider questions about the belief that worship can bring peace, comfort or challenge <p>Understand the impact:</p> <ul style="list-style-type: none"> make simple connections between sacred texts and the ways believers worship today describe how people show devotion in different religions <p>Make connections:</p> <ul style="list-style-type: none"> raise questions about why believers value worship express their own ideas about the meaning and value of worship give good reasons for their views about worship and prayer 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) describe some examples of how people try to live (e.g. individuals and organisations) identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
Visit/Special Occasions	Weekly OTB assembly Harvest Celebration Year 3 Bedford Faith Tour	Weekly OTB assembly Church Visit, Christmas	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly	Weekly OTB assembly



Harlington and Sundon Academy Trust

KS2 (B) 23/24	How do festivals and worship show what matters to a Muslim?	What are the deeper meanings of religious festivals?	How is faith expressed in Hindu communities and traditions?	For Christians, what was the impact of Pentecost?	Why do some people think that life is like a journey? How do people mark the significant events of life?	What is the 'Trinity' and why is it important for Christians? (God/Incarnation)
Vocabulary	God Muslim Islam Allah Peace Be Upon Him Prophet Shahada Subha beads Prayer Crescent Star 99 names Mosque Masjid Qur'an Fasting Ramadan Eid	Festivals Celebration Religion Values Beliefs Devotion Commitment	Hindu Puja Arti Bhajans Mandir Diwali Dharma Way of life	Pentecost Christian Holy Spirit Kingdom of God Worship Bible	Commitment Baptism Sacred thread Marriage Christian Love Promise Milestone	Trinity Christian Christianity Gospel Baptism Worship Prayer Bible God Father Son Holy Spirit
Skills	At the end of LKS2: <ul style="list-style-type: none"> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Connect stories, teaching concepts and texts with how religious people live, celebrate and worship. Suggest and link questions and answers, including their own ideas about the difference's religion makes to life. 					

Harlington and Sundon Academy Trust



Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim make links between the Muslim idea of 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe how festivals from at least three religions are celebrated, using the right words Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show <p>Understand the impact:</p> <ul style="list-style-type: none"> Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Understand the impact:</p> <ul style="list-style-type: none"> describe how Hindus show their faith within their families in Britain today (e.g. home puja) describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections:</p> <ul style="list-style-type: none"> raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth offer informed suggestions about what the events of Pentecost in Acts 2 might mean give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones make links between ideas of love, commitment and promises in religious and non-religious ceremonies 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

Harlington and Sundon Academy Trust



	<p>living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</p>	<ul style="list-style-type: none"> Make links between different religions, which all celebrate the triumph of goodness over evil. 	<p>giving good reasons for their ideas</p>		<ul style="list-style-type: none"> give good reasons why they think ceremonies of commitment are or are not valuable today 	
Visit/Special Occasions	<p>Weekly OTB assembly Harvest Celebration Year 3 Bedford Faith Tour</p>	<p>Weekly OTB assembly Church Visit, Christmas</p>	<p>Weekly OTB assembly</p>	<p>Weekly OTB assembly</p>	<p>Weekly OTB assembly</p>	<p>Weekly OTB assembly</p>