



## Welwyn St. Mary's Progression Ladder for Religious Education (core units)

	Creation	Incarnation	Gospel	Salvation
<b>Year R</b>	<p><b>Creation and God (joint)</b></p> <p><b>Why is the word God so important to Christians?</b> For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals.</p> <p>Some people believe that God made everything in six days; some say it took longer, that it all began with a bang, but Christians believe that God started it all.</p> <p>Pictures and poems show understanding that Christians believe God provides.</p> <p>Think, talk and share ideas about that we have plenty where others do not have enough.</p> <p>Know about St Mary's church and school charitable giving focus for Harvest (the specific annual focus changes each year).</p>	<p>Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Advent?</p> <p>Christians believe that Jesus is the son of God. Christians celebrate his birth on Christmas Day.</p> <p>Hindus and Sikhs believe that Rama returned to bring good to the world. Jewish people believe that God provided a miracle to keep the menorah burning for 8 days.</p> <p>People may feel jealous. Is jealousy a suitable feeling. People who may have been wronged will still forgive those who wronged them (link: listen to the Lord's Prayer).</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories 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.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p><b>Why do Christians put a cross in an Easter Garden?</b></p> <p>Understand that Christians believe that Jesus is God's son and he died but came alive again. Because of this, Jesus is more than just a really good man / teacher / story teller</p>	

**Year  
1**

Retell the story of *Genesis* simply.

Recognise that *Creation* is the beginning of the big story of the Bible.

Say what the story tells Christians about *God*, *Creation* and the world.

Give examples of what Christians do to say thank you to *God* for *Creation*.

Ask questions about living in an amazing world.

Describe some different church buildings saying why they might be different.

Identify at least 2 things that can be found in a church.

Think talk and ask questions about the different roles that people take in a church family and what impact this has on the way they live.

Give a clear, simple account of the story of *Jesus'* birth and why *Jesus* is important for Christians.

Recognise that stories 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* time.

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 *Matthew* 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 (for example: 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.

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.

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

**Year  
2**

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.

Think, talk and ask questions about at least 2 Christian symbols (e.g. cross / fish / dove / rainbow) and 2 from other world faiths.

Give at least two examples of how people act symbolically (e.g. removing shoes in a Mosque / hands together to pray / shaking hands when you agree).

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'. Tell the story of the 3 wise men, the significance of the gifts they brought and the link to Christmas giving today.

Suggest some 'invisible gifts' that people can give to each other.

Give at least two examples of ways in which Christians use the nativity story in churches and at home (gifts link / being at home for Christmas); 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 to those who are displaced.

Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.

Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.

Describe how Christians show their beliefs: for example, 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 their own lives.

Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.

Say how precious books / holy books are looked after to show they are highly valued.

Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.

Think, talk and ask questions about contrasting feelings e.g. loss and hope (e.g. Badger's Parting Gift)

Tell stories of 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.

**Year  
3**

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe about God and Creation.

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.)

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.

Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.

Offer suggestions about what texts about baptism and Trinity might mean.

Give examples of what these texts mean to some Christians today.

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

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.

Identify times in the Christmas story when angels act as messengers, the language they use and their impact.

Identify angel symbolism at Christmas.

Identify this as part of 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'.

Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

Make simple links between Bible texts and the concept of 'Gospel' (good news).

Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the texts studied mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

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.

**Year  
4**

**Link to Fall**

The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').

This means that humans cannot get close to God without God's help.

The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.

Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.

Offer suggestions for what texts about God might mean.

Give examples of what the texts studied mean to some Christians.

Describe how Christians show their beliefs about God the Trinity in the way they live.

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

List two distinguishing features of a parable.

Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.

Offer some ideas about the meaning of the Good Samaritan story to Christians.

Make simple links between the Good Samaritan story and the importance of charity in Christian life.

Give some examples of how Christians act to show that they are following Jesus.

Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.

Give examples of what the texts studied mean to some Christians.

Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.

Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

**Year  
5**

Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.

Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Make clear connections between Genesis 1 and Christian belief about God as Creator.

Show understanding of why many Christians find science and faith go together.

Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Identify features of Gospel texts (for example, teachings, parable, narrative).

Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

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.

Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice.

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.

Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.

Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.

Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.

**Year  
6**

Identify the type of text that Psalm 8 is, and its purpose.

Explain what Psalm 8 has to say about the idea of *God as Creator* and the place of humans in *Creation*.

Make clear connections between Psalm 8 and some ways *Christians* respond to *God as Creator*.

Show understanding of why some *Christians* find science and faith compatible.

Respond to the idea that humans have great responsibility for the Earth.

Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.

Explain the place of *Incarnation* and *Messiah* within the 'big story' of the Bible.

Identify *Gospel* and *prophecy* texts, using technical terms.

Explain connections between biblical texts, *Incarnation* and *Messiah*, using theological terms.

Show how *Christians* put their beliefs about *Jesus' Incarnation* into practice in different ways in celebrating *Christmas*.

Comment on how the idea that *Jesus is the Messiah* makes sense in the wider story of the Bible.

Weigh up how far the idea that *Jesus is the Messiah* — a *Saviour* from *God* — is important in the world today and, if it is true, what difference that might make in people's lives.

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of *Incarnation* and *Salvation*.

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*.

Explain connections between *Luke 24* and the *Christian* concepts of *Sacrifice*, *Resurrection*, *Salvation*, *Incarnation* and *Hope*, using theological terms.

Make clear connections between *Christian* belief in the *Resurrection* and how *Christians* worship on *Good Friday* and *Easter Sunday*.

**Show how *Christians* put their beliefs into practice in different ways.**

Explain why some people find belief in the *Resurrection* makes sense and inspires them.

				<p>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>
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