



The enquiry approach to Religious Education

# Christian Enquiries Progression Summary



## **Christianity Enquiries Progression Summary**

This document collects the relevant assessment statements and key vocabulary for the Worldview in one place.

Schools can use this collated information for their own curriculum documents, such as progression maps and knowledge organisers.  
This can be used alongside the knowledge organisers for each enquiry.

### **Schools will need to select only from which of these enquiries they have chosen to teach.**

The 'I can' statements represent a child working at expected levels for their age groups. 'I am starting to' statements indicate areas where children may be showing Working Beyond. These can also be found within each individual enquiry, alongside further statements for Working Below and Working Beyond (see assessment descriptors for more detail about exact judgements for each Enquiry).

The black statements are more generic progression of skills statements within the 3 areas of learning.  
These will apply to whichever enquiries and Worldviews are chosen.

| Enquiry                                                                                                                                                                                                         | Area of Learning:<br>Personal, Emotional and<br>Social Development                                                                                                                                                                                                                                                                                                                                       | Area of Learning:<br>Understanding the World                                                                                                                                                                                                                                                                                                                                                                                     | Area of Learning:<br>Communication and<br>Language                                                                                                                                                                                                                                                                                                                                                                                                    | Bridge Concept<br>&<br>Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Age 3-4 (F1)</b><br/><b>YEAR B</b><br/><b>Autumn 1</b><br/><b>Pieces 4 - 6</b></p> <p><b>What makes people special to me and others?<br/>(Moses as a special baby;<br/>Jesus as a special person)</b></p> | <p style="color: #00b050;">Develop their sense of responsibility and membership of a community.</p> <p style="color: #00b050;">Play with one or more children, extending and elaborating play ideas.</p> <p style="color: #00b050;">Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p style="color: #00b050;">Begin to understand how others might be feeling.</p> | <p style="color: #007296;">I know some Christian stories: Moses as a Baby; Jesus healing the leper and Jesus feeding the 5000.</p> <p style="color: #007296;">Talk about what they see using a wide vocabulary.</p> <p style="color: #007296;">Begin to make sense of their own life-story and family's history.</p> <p style="color: #007296;">Continue to develop positive attitudes about the differences between people.</p> | <p style="color: #ff0000;">Enjoy listening to longer stories and can remember much of what happens.</p> <p style="color: #ff0000;">Use a wider range of vocabulary.</p> <p style="color: #ff0000;">Understand 'why' questions like: "Why do you think the caterpillar got so fat?".</p> <p style="color: #ff0000;">Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p style="color: #ff8c00;"><b>Bridge Concept: Special People</b></p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Faith</li> <li>• Worldview</li> <li>• Important</li> <li>• Believe</li> <li>• Jew</li> <li>• Jewish</li> <li>• Moses</li> <li>• Special</li> <li>• Christian</li> <li>• Christianity</li> <li>• God</li> <li>• Son</li> <li>• Jesus</li> <li>• Miracle</li> <li>• Friends</li> <li>• Kind</li> </ul> |

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| <p><b>Age 3-4 (F1)</b><br/><b>YEAR B</b><br/><b>Autumn 2</b><br/><b>Pieces 1-6</b></p> <p><b>What is Christmas to me and others?</b></p> | <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> | <p>I know the Christian Christmas Story.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p><b>Bridge Concept: Incarnation</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Nativity</li> <li>• Christians</li> <li>• Christianity</li> <li>• God</li> <li>• creation</li> <li>• son</li> <li>• presents</li> <li>• Mary</li> <li>• Angel</li> <li>• Joseph</li> <li>• Earth</li> <li>• marry</li> <li>• carols</li> <li>• Christmas</li> <li>• celebrate</li> <li>• shepherd</li> <li>• Jew</li> <li>• Jewish</li> <li>• gifts</li> <li>• Wise Men</li> <li>• gold</li> <li>• frankincense</li> <li>• myrrh</li> </ul> |
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| <p><b>Age 3-4 (F1)</b><br/><b>YEAR B</b><br/><b>Spring 2</b><br/><b>Pieces 3-6</b></p> <p><b>What is Easter to me and others?</b></p> | <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Begin to understand how others might be feeling.</p> | <p>I know the Christian Easter story.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions like: "Why do you think the caterpillar got so fat?".</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p><b>Bridge Concept: Salvation</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Easter</li> <li>• Christian</li> <li>• Jerusalem</li> <li>• miracle</li> <li>• new life</li> <li>• celebration</li> <li>• Christmas</li> <li>• Nativity</li> <li>• miracles</li> <li>• healed</li> <li>• Disciples</li> <li>• Garden of Gethsemane</li> <li>• God</li> <li>• pray</li> </ul> |
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| <p><b>Age 3-4 (F1)</b><br/><b>YEAR B</b><br/><b>Summer 1</b><br/><b>Piece 6</b></p> <p><b>What can I and other people learn from stories?</b><br/><b>(The Lost Sheep)</b></p> | <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> | <p>I know the story of the Lost Sheep.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know there are different countries in the world.</p> | <p>Enjoy listening to longer stories and can remember what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree.</p> | <p><b>Bridge Concept: Stories</b></p> <ul style="list-style-type: none"> <li>• Story</li> <li>• moral</li> <li>• descriptionn</li> <li>• lost</li> <li>• Jesus</li> <li>• Christians</li> </ul> |
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| <p><b>Age 3-4 (F1)</b><br/><b>YEAR B</b><br/><b>Summer 2</b><br/><b>Piece 3</b></p> <p><b>What makes places special to me and others?</b><br/><b>(Special Places for Christians)</b></p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Begin to understand how others might be feeling.</p> | <p>Talk about what they see using a wide vocabulary.</p> <p>Continue to develop positive attitudes about the differences between people.</p> | <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions like: "Why do you think the caterpillar got so fat?".</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p><b>Bridge Concept: Special Places</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Church</li> <li>• Christian</li> <li>• Son of God</li> <li>• Garden of Gethsemane</li> <li>• pray</li> <li>• wedding</li> <li>• baptism</li> <li>• candles</li> </ul> |
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| <p><b>Age 4-5 (F2)</b><br/><b>YEAR A</b><br/><b>Autumn 1</b><br/><b>Pieces 4 - 6</b></p> <p><b>What makes people special?</b><br/><b>(Moses and Jesus)</b></p> | <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>I know some Christian Stories: Moses and the 10 Commandments; Jesus Heals the Paralysed Man and Jesus Heals Blind Bartimaeus.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p><b>Bridge Concept: Special People</b></p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Rules</li> <li>• Moses</li> <li>• Ten Commandments</li> <li>• Judaism</li> <li>• Jews</li> <li>• Role Model</li> <li>• Jesus</li> <li>• Son of God</li> <li>• Christians</li> <li>• Miracle</li> <li>• healing</li> </ul> |
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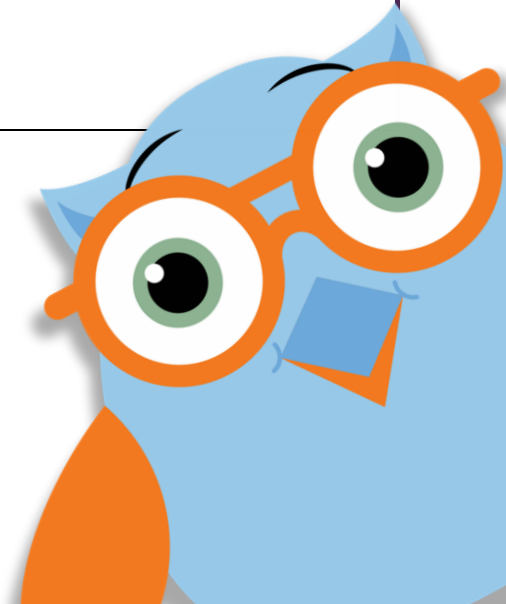


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| <p><b>Age 4-5 (F2)</b><br/><b>YEAR A</b><br/><b>Autumn 2</b><br/><b>Pieces 3 - 6</b></p> <p><b>What is Christmas?</b></p> | <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>I can recall the Nativity story.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text.</p> | <p><b>Bridge Concept: Incarnation</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Christmas</li> <li>• candle</li> <li>• Christians</li> <li>• Son of God</li> <li>• present</li> <li>• Shepherds</li> <li>• Angel</li> <li>• Joy</li> <li>• Saviour</li> <li>• Role Model</li> <li>• Incarnation</li> <li>• King</li> <li>• Wise Men</li> <li>• Gold</li> <li>• Frankincense</li> <li>• Myrrh</li> <li>• Nativity</li> <li>• celebrate</li> </ul> |
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| <p><b>Age 4-5 (F2)</b><br/><b>YEAR A</b><br/><b>Spring 2</b><br/><b>Pieces 3 - 6</b></p> <p><b>What is Easter?</b></p> | <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> | <p>I can recall the Christmas Easter Story.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p><b>Bridge Concept: Salvation</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Easter</li> <li>• Christians</li> <li>• celebrate</li> <li>• Easter Egg</li> <li>• Jerusalem</li> <li>• donkey</li> <li>• Romans</li> <li>• palm leaves</li> <li>• Hosanna</li> <li>• Last Supper</li> <li>• Disciples</li> <li>• garden of Gethsemane</li> <li>• prayer</li> <li>• Judas</li> <li>• Trial</li> <li>• Cross</li> <li>• Hot Cross Bun</li> <li>• weather</li> <li>• Resurrection</li> </ul> |
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| <p><b>Age 4-5 (F2)</b><br/><b>YEAR A</b><br/><b>Summer 1</b><br/><b>Piece 6</b></p> <p><b>What can I and other people learn from stories?</b><br/><b>(The Lost Coin)</b></p> | <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>I know the Christian story of The Lost Coin.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p><b>Bridge Concept: Stories</b></p> <ul style="list-style-type: none"> <li>• Story</li> <li>• moral</li> <li>• Coin</li> <li>• Jesus</li> <li>• Christians</li> <li>• God</li> <li>• Love</li> </ul> |
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| <p><b>Age 4-5 (F2)</b><br/><b>YEAR A</b><br/><b>Summer 2</b><br/><b>Piece 4</b></p> <p><b>What makes places special? (Churches)</b></p> | <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> | <p><b>Bridge Concept: Special Places</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Church</li> <li>• Christian</li> <li>• God</li> <li>• Worship</li> <li>• Prayer</li> <li>• Wedding</li> <li>• Baptism</li> <li>• Ceremony</li> </ul> |
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| Enquiry                                                 | <b>Green Descriptors:</b><br>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (personal development)                                                                         | <b>Blue Descriptors:</b><br>Knowledge and understanding of the subject matter of that enquiry (substantive/ subject knowledge)                                                                                                        | <b>Red Descriptors:</b><br>Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)                                          | <b>Bridge Concept &amp; Key Vocabulary</b>                                                                                                                                          |
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| <b>Age 5-7<br/>Christianity<br/>Generic Descriptors</b> | <p>I can tell you/talk about what concepts like special people, kindness and respect mean to me in my world.</p> <p>I can verbalise and/or express my own thoughts and feelings.</p> <p>I am starting to see similarities/differences between my thoughts/feelings and other peoples'.</p> | <p>I am starting to use the religious vocabulary from the enquiry.</p> <p>I can recall knowledge about the worldview I have studied.</p> <p>I am starting to explain the significance and meaning of the learning, practices etc.</p> | <p>I can start to think through the enquiry question using some knowledge I have learned about the Worldview.</p> <p>I am starting to see there could be more than one answer.</p> | <ul style="list-style-type: none"> <li>• Christian</li> <li>• Christianity</li> <li>• God</li> <li>• Jesus</li> <li>• Son of God</li> <li>• Holy Spirit</li> <li>• Bible</li> </ul> |



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| <p><b>YEAR A</b><br/><b>Age 5-6</b><br/><b>Christianity</b><br/><b>Autumn 1</b></p> <p><b>What do Christians believe about God?</b></p>                                                                      | <p>I can say how to take care of things or people (Enquiry 1).</p> <p>I can say how it felt to take care of something or somebody (Enquiry 1).</p>   | <p>I know the Christian Creation Story (Enquiry 1).</p> <p>I can remember some Christian beliefs about God and talk about them (Enquiry 1).</p> <p>I am starting to say actions a Christian might take because of their beliefs about God (Enquiry 1).</p> | <p>I can express an opinion about some Christian beliefs about God (Enquiry 1).</p> <p>I am starting to link Christian beliefs and good actions (Enquiry 1).</p>       | <p><b>Bridge Concept: Creation</b></p> <ul style="list-style-type: none"> <li>• create</li> <li>• creation</li> <li>• creator</li> <li>• proud</li> <li>• protective</li> <li>• respect</li> <li>• harvest</li> <li>• sacred</li> <li>• agape</li> <li>• precious</li> </ul> |
| <p><b>YEAR A</b><br/><b>Age 5-6</b><br/><b>Christianity</b><br/><b>Autumn 2</b></p> <p><b>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</b></p> | <p>I can talk about a gift that is special to me (Enquiry 2).</p> <p>I am starting to explain how it felt to receive a special gift (Enquiry 2).</p> | <p>I can remember some of the Christmas story (Enquiry 2).</p> <p>I am starting to link meaning to parts of the story. E.g. what the gifts said about Jesus (Enquiry 2).</p>                                                                               | <p>I can suggest a gift a Christian might give to Jesus (Enquiry 2).</p> <p>I am starting to explain why Jesus is special to Christians (incarnation) (Enquiry 2).</p> | <p><b>Bridge Concept: Special Gifts</b></p> <ul style="list-style-type: none"> <li>• gift/present</li> <li>• meaningful</li> <li>• gold</li> <li>• frankincense</li> <li>• myrrh</li> <li>• wise men/magi</li> <li>• anointing</li> <li>• incarnate/incarnation</li> </ul>   |

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| <p><b>YEAR A</b><br/><b>Age 5-6</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b></p> | <p>I can talk about a person I admire (Enquiry 3).</p> <p>I am starting to discuss how I might treat a special person and say why (Enquiry 3).</p> | <p>I can recall parts of the Easter story (e.g. Palm Sunday) and I can recognise some symbols in the story (Enquiry 3).</p>                                                                              | <p>I can show awareness that Jesus is special to Christians (Enquiry 3).</p> <p>I am starting to explain why Jesus is special to Christians (Enquiry 3).</p> | <p><b>Bridge Concept: Special People</b></p> <ul style="list-style-type: none"> <li>• special</li> <li>• important</li> <li>• admire/admiration</li> <li>• qualities</li> <li>• celebrity</li> <li>• saviour</li> <li>• Disciples</li> <li>• Messiah</li> <li>• Romans</li> <li>• Judas</li> <li>• miracle</li> <li>• tomb</li> </ul> |
| <p><b>YEAR B</b><br/><b>Age 6-7</b><br/><b>Christianity</b><br/><b>Autumn 1</b></p> <p><b>Is it possible to be kind to everyone all of the time?</b></p>                        | <p>I can tell you when I have been kind to others even when it was difficult (Enquiry 1).</p>                                                      | <p>I can remember something Jesus said or did to be kind (Enquiry 1).</p> <p>I can re-tell a story Jesus told about being kind (e.g. The Good Samaritan or Zacchaeus the Tax Collector) (Enquiry 1).</p> | <p>I can say if I think most Christians think they should be kind and give a reason (Enquiry 1).</p>                                                         | <p><b>Bridge Concept: Kindness</b></p> <ul style="list-style-type: none"> <li>• kind/kindness</li> <li>• difficult</li> <li>• Jews</li> <li>• Samaritan</li> <li>• gospel</li> <li>• Zaccheus</li> <li>• parables</li> <li>• tax collector</li> <li>• unpopular</li> <li>• Galilee</li> <li>• Peter</li> </ul>                        |

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| <p><b>YEAR B</b><br/><b>Age 6-7</b><br/><b>Christianity</b><br/><b>Autumn 2</b></p> <p><b>Why do Christians believe God gave Jesus to the world?</b></p> | <p>I can say how I could help people in the world by showing love (Enquiry 2).</p> | <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God (Enquiry 2).</p> <p>I am starting to explain how Jesus coming to the world might show Christians how they could love or help people and the world (Enquiry 2).</p> | <p>I can tell you why Christians think God gave Jesus to the world (Enquiry 2).</p> | <p><b>Bridge Concept: Looking after the World</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• pollution</li> <li>• recycling</li> <li>• reduce</li> <li>• repair</li> <li>• respect</li> <li>• reuse</li> <li>• saving</li> <li>• saviour</li> <li>• behaviour</li> <li>• Advent</li> <li>• calendar</li> <li>• diverse</li> <li>• diversity</li> <li>• expecting</li> <li>• preparation</li> <li>• respect</li> <li>• Aboriginal</li> <li>• Australian</li> <li>• forgiveness</li> <li>• gift</li> <li>• healing</li> <li>• kindness</li> <li>• Love</li> <li>• symbol/symbolise</li> </ul> |
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| <p><b>YEAR B</b><br/><b>Age 6-7</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>How important is it to Christians that Jesus came back to life after his crucifixion?</b></p> | <p>I can explain what I believe happens to you when you die (Enquiry 3).</p> | <p>I can recall what Christians believe happened on or after Easter Sunday (Enquiry 3).</p> <p>I am starting to explain the Christian belief in the resurrection of Jesus and why this might be so important to them (Enquiry 3).</p> | <p>I can suggest what I think happened to Jesus after the tomb was found empty (Enquiry 3).</p> <p>I can start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them (Enquiry 3).</p> | <p><b>Bridge Concept: Spring/ New Life</b></p> <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Winter</li> <li>• arrest</li> <li>• Crucifix/crucifixion</li> <li>• Easter</li> <li>• Garden of Gethsemane</li> <li>• Palm Sunday</li> <li>• Symbol</li> <li>• Emmaus</li> <li>• resurrection</li> <li>• interpretation</li> <li>• saviour</li> <li>• Heaven</li> <li>• Last Supper</li> </ul> |
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| Enquiry                                                 | <b>Green Descriptors:</b><br>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (personal development)                                                                                                                   | <b>Area of Learning:</b><br>Knowledge and understanding of the subject matter of that enquiry (substantive/ subject knowledge)                                                                                                             | <b>Area of Learning:</b><br>Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)                                         | <b>Bridge Concept &amp; Key Vocabulary</b>                                                                                                                                          |
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| <b>Age 7-9<br/>Christianity<br/>Generic Descriptors</b> | <p>I can tell you/talk about the concept/belief (e.g. miracles, symbols and forgiveness) and start to relate this to the worldview I am studying.</p> <p>I can express my own opinions and start to support them with rationales.</p> <p>I can suggest similarities/differences between my thoughts/feelings and other peoples'.</p> | <p>I am using key religious vocabulary.</p> <p>I can recall knowledge about the worldview I have studied.</p> <p>I can select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.</p> | <p>I can start to think through the enquiry question using some knowledge I have learned about the Worldview.</p> <p>I am starting to see there could be more than one answer.</p> | <ul style="list-style-type: none"> <li>• Christian</li> <li>• Christianity</li> <li>• God</li> <li>• Jesus</li> <li>• Son of God</li> <li>• Holy Spirit</li> <li>• Bible</li> </ul> |



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| <p><b>YEAR A</b><br/><b>Age 7-8</b><br/><b>Christianity</b><br/><b>Autumn 2</b></p> <p><b>Has Christmas lost its true meaning?</b></p> | <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts (Enquiry 1).</p>                         | <p>I can tell you what the nativity story might tell Christians about Jesus (given to the world by God) (Enquiry 1).</p> <p>I can start to explain that Jesus was God in human form and why God gave him to the world (Enquiry 1).</p>                              | <p>I can talk about some of the different way Christmas is celebrated by Christians and non-Christians (Enquiry 1).</p> <p>I can start to tell you what Christmas means to Christians and what it's true meaning might be to them and to me (Enquiry 1).</p> | <p><b>Bridge Concept: Celebrations</b></p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• meaning</li> <li>• Bethlehem</li> <li>• Wise Men/Magi</li> <li>• shepherds</li> <li>• incarnation</li> <li>• stable</li> <li>• Prince of Glory</li> <li>• Lord of love</li> <li>• Saviour of the World</li> </ul> |
| <p><b>YEAR A</b><br/><b>Age 7-8</b><br/><b>Christianity</b><br/><b>Spring 1</b></p> <p><b>Could Jesus heal people?</b></p>             | <p>I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation (Enquiry 2).</p> | <p>I can retell a story about Jesus healing someone (e.g.: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man) (Enquiry 2).</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles (Enquiry 2).</p> | <p>I can say what I think might have happened in one of Jesus' healing miracles (Enquiry 2).</p> <p>I can say whether I think Jesus actually healed people or not (Enquiry 2).</p>                                                                           | <p><b>Bridge Concept: Miracles</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Injury</li> <li>• Miracle</li> <li>• Operation</li> <li>• Sickness</li> <li>• Healing</li> <li>• Incarnation</li> <li>• Leper</li> <li>• Leprosy</li> <li>• Blindness</li> <li>• saliva</li> <li>• paralysed</li> </ul>  |

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| <p><b>YEAR A</b><br/><b>Age 7-8</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>What is 'good' about Good Friday?</b></p> | <p>I can reflect on what I think might or might not be good about the story of Easter as a rescue (Enquiry 3).</p> | <p>I can say what some of the symbols of Easter represent (cross/bread/wine) (Enquiry 3).</p> <p>I can tell you why Christians might see Jesus' death as important (Enquiry 3).</p> | <p>I can reflect on the Easter story and explain what might be good about Good Friday to a Christian (Enquiry 3).</p> | <p><b>Bridge Concept: Rescue</b></p> <ul style="list-style-type: none"> <li>• beached</li> <li>• rescue</li> <li>• save</li> <li>• saviour</li> <li>• situation</li> <li>• betray</li> <li>• Communion</li> <li>• Covenant</li> <li>• disciples</li> <li>• Gospel</li> <li>• Last Supper</li> <li>• salvation</li> <li>• Easter Sunday</li> <li>• Good Friday</li> <li>• role-model</li> <li>• sacrifice</li> </ul> |
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| <p><b>YEAR B</b><br/><b>Age 8-9</b><br/><b>Christianity</b><br/><b>Autumn 2</b></p> <p><b>What is the most significant part of the nativity story for Christians today?</b></p> | <p>I can design a Christmas symbol and say what it means to me (Enquiry 1).</p> <p>I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me (Enquiry 1).</p> | <p>I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus (Enquiry 1).</p> <p>I am starting to explain incarnation (Jesus becoming human) (Enquiry 1).</p> | <p>I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus (Enquiry 1).</p> <p>I am starting to reflect on how I feel about Christian beliefs about Christmas and the incarnation (Enquiry 1).</p> | <p><b>Bridge Concept: Symbols</b></p> <ul style="list-style-type: none"> <li>• diverse/diversity</li> <li>• meaningful</li> <li>• symbol</li> <li>• cultural</li> <li>• local</li> <li>• represent</li> <li>• worldwide</li> <li>• universal</li> <li>• incarnation</li> <li>• religious</li> <li>• secular</li> <li>• Clergy</li> <li>• diversity</li> <li>• significant</li> <li>• lens/lenses</li> <li>• Christingle</li> </ul> |
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| <p><b>YEAR B</b><br/><b>Age 8-9</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>Is forgiveness always possible for Christians?</b></p> | <p>I can say whether I think showing forgiveness might be important (Enquiry 2).</p> | <p>I can recall a Christian story about forgiveness and say what it tells people about how to treat each other (Enquiry 2).</p> <p>I can describe what a Christian might learn about forgiveness from a Bible text (Enquiry 2).</p> | <p>I can show an understanding of how Christians might believe God can help them show forgiveness (Enquiry 2).</p> <p>I am starting to give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example (Enquiry 2).</p> | <p><b>Bridge Concept: Forgiveness</b></p> <ul style="list-style-type: none"> <li>• deliberate</li> <li>• forgive/ness</li> <li>• hurtful</li> <li>• meaningful</li> <li>• resentment</li> <li>• arrested</li> <li>• enemy</li> <li>• teaching</li> <li>• beliefs</li> <li>• crime</li> <li>• diversity</li> <li>• heaven</li> <li>• kingdom</li> <li>• Messiah</li> <li>• paradise</li> <li>• salvation</li> <li>• saviour</li> <li>• significant</li> </ul> |
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| <p><b>YEAR B</b><br/><b>Age 8-9</b><br/><b>Christianity</b><br/><b>Summer 2</b></p> <p><b>Do people need to go to church to show they are Christians?</b></p> | <p>I can discuss my special place, tell you why it is special and how I feel when I am there (Enquiry 3).</p> <p>I am starting to reflect on a range of special places (Enquiry 3).</p> | <p>I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion (Enquiry 3).</p> | <p>I can understand why a Church may have an impact on a Christian (Enquiry 3).</p> <p>I am starting to say why the church may or may not be important to Christians (Enquiry 3).</p> | <p><b>Bridge Concept: Special Places</b></p> <ul style="list-style-type: none"> <li>• associate</li> <li>• feelings</li> <li>• impact</li> <li>• special</li> <li>• church</li> <li>• communion</li> <li>• gurdwara</li> <li>• Guru Granth Sahib</li> <li>• Holy Communion</li> <li>• langar</li> <li>• mandir</li> <li>• mosque</li> <li>• prayer mat</li> <li>• puja</li> <li>• Qur'an</li> <li>• rite(s) of passage</li> <li>• synagogue</li> <li>• tallit</li> <li>• Torah</li> <li>• Veda</li> <li>• chalice</li> <li>• Host</li> <li>• wafer</li> <li>• denomination</li> <li>• diversity</li> <li>• evangelical</li> <li>• worship</li> <li>• Baptism</li> <li>• prayer</li> </ul> |
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| <p><b>Age 8-9<br/>Christianity<br/>Optional</b></p> <p><b>Why are there four Gospels and how are they relevant for Christians?</b></p> | <p>I can say something I feel is important in the story I have chosen (Optional Enquiry).</p> <p>I can explain why it can be useful to have more than one version of an event (Optional Enquiry).</p> | <p>I can name all four Gospels and say why their accounts of Jesus' life might differ (Optional Enquiry).</p> <p>I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it (Optional Enquiry).</p> <p>I know some key Christian stories: John baptizing Jesus; Jesus calming the storm and Jesus feeds the 5000. (Optional Enquiry).</p> | <p>I can name an event in the Gospels that might be really important to Christians today (Optional Enquiry).</p> <p>I can explain how the Gospels might help Christians lead good lives today (Optional Enquiry).</p> | <p><b>Bridge Concept: Interpretation</b></p> <ul style="list-style-type: none"> <li>• difference</li> <li>• event</li> <li>• memory</li> <li>• truth</li> <li>• baptism</li> <li>• biography</li> <li>• incarnation</li> <li>• memory</li> <li>• trust</li> <li>• version</li> <li>• issues</li> </ul> |
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| Enquiry                                          | <b>Green Descriptors:</b><br>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (personal development)                                                                                                                           | <b>Area of Learning:</b><br>Knowledge and understanding of the subject matter of that enquiry (substantive/ subject knowledge)                                                                                           | <b>Area of Learning:</b><br>Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)                                                                                                                                                                  | <b>Bridge Concept &amp; Key Vocabulary</b>                                                                                                                                          |
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| <b>Age 9-12 Christianity Generic Descriptors</b> | <p>I can explain how this key concept/belief (e.g. commitment, truth, celebration) resonates in my own life and can also see this might be different for other people because of their worldview.</p> <p>I can express my own thoughts and feelings clearly, having reflected on them.</p> <p>I can compare my own worldview to others'.</p> | <p>I am using key religious vocabulary from this enquiry and previous learning.</p> <p>I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.</p> | <p>I can weigh up evidence from different sources and consider different aspects in my answer to the enquiry question.</p> <p>I can discuss the diversity of different beliefs and link it to the knowledge learnt in the enquiry.</p> <p>I express my answer supported by evidence and/or a rationale.</p> | <ul style="list-style-type: none"> <li>• Christian</li> <li>• Christianity</li> <li>• God</li> <li>• Jesus</li> <li>• Son of God</li> <li>• Holy Spirit</li> <li>• Bible</li> </ul> |



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| <p><b>YEAR A</b><br/><b>Age 9-10</b><br/><b>Christianity</b><br/><b>Autumn 2</b></p> <p><b>Is the Christmas story true?</b></p> | <p>I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways (Enquiry 1).</p> | <p>I can describe what a Christian might learn from the Christmas story (Enquiry 1).</p> <p>I can start to explain the Christian belief that Jesus was the incarnation of God (Enquiry 1).</p> | <p>I can express an opinion on whether the Christmas story is true and what this might mean to Christians (Enquiry 1).</p> | <p><b>Bridge Concept: Truth</b></p> <ul style="list-style-type: none"> <li>• account</li> <li>• eye-witness</li> <li>• historical</li> <li>• lens</li> <li>• media</li> <li>• personal</li> <li>• scientific</li> <li>• scholar</li> <li>• source</li> <li>• substance</li> <li>• version</li> <li>• communion</li> <li>• confirmation</li> <li>• denomination</li> <li>• rites of passage</li> <li>• incarnation</li> <li>• personal</li> </ul> |
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| <p><b>YEAR A</b><br/><b>Age 9-10</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>How significant is it for Christians to believe that God intended Jesus to die?</b></p> | <p>I can explain my own definitions of purpose and destiny (Enquiry 2).</p> | <p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny (Enquiry 2).</p> <p>I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week (Enquiry 2).</p> | <p>I can consider important questions about whether Jesus knew he was going to be crucified (Enquiry 2).</p> <p>I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose (Enquiry 2).</p> | <p><b>Bridge Concept: Destiny</b></p> <ul style="list-style-type: none"> <li>• destiny</li> <li>• free will</li> <li>• intention</li> <li>• purpose</li> <li>• crucifixion</li> <li>• forgiveness</li> <li>• incarnation</li> <li>• life after death</li> <li>• Pharisee</li> <li>• resurrection</li> <li>• salvation</li> <li>• saviour</li> <li>• Pilate</li> <li>• conscience</li> </ul> |
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| <p style="text-align: center;"><b>YEAR A</b><br/><b>Age 9-10</b><br/><b>Christianity</b><br/><b>Summer 2</b></p> <p style="text-align: center;"><b>What is the best way for a Christian to show commitment to God?</b></p> | <p style="text-align: center;">I can show an understanding of why people show commitment in different ways (Enquiry 3)</p> <p style="text-align: center;">I am starting to explain why one way of showing commitment may not be better than another (Enquiry 3).</p> | <p style="text-align: center;">I can recall key Christian verses: The 10 Commandments and 'Love your neighbour as yourself'. (Enquiry 3).</p> <p style="text-align: center;">I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others (Enquiry 3).</p> | <p style="text-align: center;">I can explain why I think some ways of showing commitment to God might be better than others for Christians (Enquiry 3).</p> <p style="text-align: center;">I am starting to explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life (Enquiry 3).</p> | <p style="text-align: center;"><b>Bridge Concept: Commitment</b></p> <ul style="list-style-type: none"> <li>• commitment</li> <li>• dilemma</li> <li>• ideals</li> <li>• values</li> <li>• Commandments</li> <li>• commitment</li> <li>• denominations</li> <li>• promises</li> <li>• Trinity</li> <li>• communion</li> <li>• confirmation</li> <li>• denomination</li> <li>• rites of passage</li> </ul> |
| <p style="text-align: center;"><b>Age 9-10</b><br/><b>Christianity</b><br/><b>Optional</b></p> <p style="text-align: center;"><b>Does belief in the Trinity help Christians make better sense of God as a whole?</b></p>   | <p style="text-align: center;">I can explain how people can have different aspects of their nature (Optional Enquiry).</p>                                                                                                                                           | <p style="text-align: center;">I can describe the members of the Trinity with some reference to the roles they have (Optional Enquiry).</p> <p style="text-align: center;">I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share (Optional Enquiry).</p>                                                            | <p style="text-align: center;">I can reflect on the Christian belief in the Trinity and some of the sources of this belief, and express thoughts on this (Optional Enquiry).</p>                                                                                                                                                                                            | <p style="text-align: center;"><b>Bridge Concept: Identity</b></p> <ul style="list-style-type: none"> <li>• Aspects</li> <li>• Characteristics</li> <li>• Consubstantial</li> <li>• Difference</li> <li>• Substance</li> <li>• Version</li> <li>• Scholar</li> <li>• Source</li> <li>• Belief</li> <li>• Creed</li> <li>• Denominations</li> </ul>                                                        |

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| <p><b>Age 10-12<br/>Christianity<br/>Autumn 2</b></p> <p><b>How significant is it that Mary was Jesus' mother?</b></p>                                                                | <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do (Enquiry 1).</p>                                         | <p>I can make links between the Christian beliefs of the Virgin Birth and Incarnation (Enquiry 1).</p> <p>I can start to explain why it is significant to Christians that Mary was Jesus' mother (Enquiry 1)</p>                                                                   | <p>I can consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views (Enquiry 1).</p>            | <p><b>Bridge Concept: Skills</b></p> <ul style="list-style-type: none"> <li>• criteria</li> <li>• selection</li> <li>• significant</li> <li>• qualities</li> <li>• scholar</li> <li>• betrayed</li> <li>• conceived</li> <li>• disgrace</li> <li>• Incarnation</li> <li>• Annunciation</li> <li>• virgin/virginity</li> </ul> |
| <p><b>YEAR B<br/>Age 10-11<br/>Christianity<br/>Autumn 2</b></p> <p><b>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</b></p> | <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not (Enquiry 1 Alt)</p> | <p>I can explain why Christmas is important to Christians (Enquiry 1 Alt)</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born (Enquiry 1 Alt)</p> | <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus (Enquiry 1 Alt)</p> | <p><b>Bridge Concept: Celebrations</b></p> <ul style="list-style-type: none"> <li>• celebration</li> <li>• meaningful</li> <li>• reminders</li> <li>• symbols</li> <li>• traditions</li> <li>• incarnation</li> <li>• personal</li> <li>• significant</li> </ul>                                                              |

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| <p><b>YEAR B</b><br/><b>Age 10-11</b><br/><b>Christianity</b><br/><b>Spring 1</b></p> <p><b>Is anything ever eternal?</b></p>                                                         | <p>I can explain my own beliefs about whether anything is ever eternal (Enquiry 2)</p>         | <p>I can recall some key Christian stories: The Road to Emmaus; The Breakfast on the Beach and the Parable of the Sheep and the Goats (Enquiry 2)</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal (Enquiry 2)</p> | <p>I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives (Enquiry 2)</p> | <p><b>Bridge Concept: Eternity</b></p> <ul style="list-style-type: none"> <li>• eternal</li> <li>• eternity</li> <li>• forever</li> <li>• agape</li> <li>• binding</li> <li>• conditional /unconditional</li> <li>• consubstantial</li> <li>• promise</li> <li>• serious</li> <li>• covenant</li> <li>• law</li> <li>• oath</li> </ul>                                            |
| <p><b>YEAR B</b><br/><b>Age 10-11</b><br/><b>Christianity</b><br/><b>Spring 2</b></p> <p><b>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</b></p> | <p>I can explain how the influence people have had on me has affected my views (Enquiry 3)</p> | <p>I can describe one way that Christianity seems to be a strong religion today (Enquiry 3)</p> <p>I am starting to suggest opposing arguments as well (Enquiry 3)</p>                                                                                                            | <p>I can give my opinion as to whether Christianity is a strong religion and why I think this (Enquiry 3)</p>                               | <p><b>Bridge Concept: Inspirations</b></p> <ul style="list-style-type: none"> <li>• Forever</li> <li>• influence</li> <li>• inspiration</li> <li>• legacy</li> <li>• festival</li> <li>• charity</li> <li>• poverty</li> <li>• starvation</li> <li>• symbol</li> <li>• British Values</li> <li>• impact</li> <li>• persecution</li> <li>• prejudice</li> <li>• respect</li> </ul> |

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|                                                                                                                                                             |                                                                                                                                        |                                                                                                                                           |                                                                                                                               | <ul style="list-style-type: none"> <li>• Commandments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Age 10-12<br/>Christianity<br/>Spring 2 (Alt)</b></p> <p><b>How do the events of<br/>Easter and Pentecost<br/>impact on Christians<br/>today?</b></p> | <p>I can explain an experience I have had where something or someone has inspired me to act bravely or differently (Enquiry 3 Alt)</p> | <p>I can consider ways in which Christians may demonstrate the impact of Pentecost and the Holy Spirit in their lives (Enquiry 3 Alt)</p> | <p>I can give my opinion and reasons as to whether I think the Holy Spirit may influence Christians today (Enquiry 3 Alt)</p> | <p><b>Bridge Concept: Motivation</b></p> <ul style="list-style-type: none"> <li>• Decisive action</li> <li>• Fear</li> <li>• Fire</li> <li>• Inspire</li> <li>• Paralysed</li> <li>• Crucifixion</li> <li>• Resurrection</li> <li>• Languages</li> <li>• Tongues</li> <li>• Anointed</li> <li>• Apostle</li> <li>• Baptised</li> <li>• Confirmation</li> <li>• Denomination</li> <li>• Rite of passage</li> <li>• Gifts of the Spirit</li> <li>• Holy Spirit</li> <li>• Pentecost</li> <li>• Disciples</li> <li>• Commandments</li> <li>• Legacy</li> </ul> |

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| <p><b>Age 10-12<br/>Christianity<br/>Optional</b></p> <p><b>How did Jesus create a "New Covenant" and what does that mean to Christians today?</b></p> | <p>I can think of something that I could change which would benefit others (Optional Enquiry)</p> <p>I can explain how I may or may not want to make a commitment on my part conditional on the actions of others (Optional Enquiry)</p> | <p>I can make links between the Bible texts I have chosen and the New Covenant (Optional Enquiry)</p> | <p>I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today (Optional Enquiry)</p> | <p><b>Bridge Concept: Promises</b></p> <ul style="list-style-type: none"> <li>• binding</li> <li>• covenant</li> <li>• law</li> <li>• oath</li> <li>• promise</li> <li>• serious</li> <li>• (un)conditional</li> </ul> |
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