



# CRAWSHAWBOOTH PRIMARY SCHOOL

## RE PROGRESSION IN SKILLS - CHRISTIANITY - LANCASHIRE AGREED SYLLABUS 2019

### EYFS: Understanding the World

#### People, Culture and Communities

- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

	WHAT DO PEOPLE SAY ABOUT GOD?	HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?	WHO SHOULD WE FOLLOW?	HOW SHOULD WE LIVE OUR LIVES?	WHERE CAN WE FIND GUIDANCE ABOUT HOW TO LIVE OUR LIVES?	IS LIFE LIKE A JOURNEY?
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BELIEFS AND VALUES	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</li> <li>• talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• suggest beliefs and values that might unite the Christian community</li> <li>• talk about why some Christians might think it is important to come together to worship God</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• know what Christians mean by the Holy Spirit</li> <li>• suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>• identify Christian values exemplified</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• retell some of the main parables of Jesus</li> <li>• explain how and why these might be an important source of guidance for Christians</li> <li>• suggest ways that Christians might put these teachings</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• describe what Christians mean when they talk about one God in Trinity</li> <li>• identify the beliefs contained within the Apostle's Creed</li> <li>• explain why the Christian community (The Church) might</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li> <li>• explain (simply) Christian beliefs about salvation</li> <li>• explain how Christian beliefs about life after death might affect</li> </ul>

			in the gifts of the Spirit	into action in the 21 <sup>st</sup> century	want/need an agreed statement of belief	a believer's sense of purpose and behaviour throughout the journey of life
	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• know a simple version of the nativity story</li> <li>• talk about why Christians would say that Jesus is a special baby</li> <li>• talk about how different characters in the nativity welcome the baby Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• know what is meant by discipleship</li> <li>• know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>• identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• retell the story of Jesus in the wilderness</li> <li>• identify Christian beliefs about Jesus reflected in this story</li> <li>• suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</li> <li>• retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• retell the events leading up to and including the death of Jesus</li> <li>• explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> </ul>
	<ul style="list-style-type: none"> <li>• GOD</li> <li>• know that Christians refer to God as 'Father'</li> <li>• talk about why Christians might compare God to a loving parent</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• retell (simply) the Genesis 1 story of creation</li> <li>• suggest why Christians might think it is important to look after the world</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>• identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>• suggest why these prophets chose to listen to and follow God</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• explore different Christian beliefs about the Bible as the word of God</li> <li>• explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li> <li>• describe why some Christians might view the Bible as an important source of authority and moral guidance</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• describe Christian beliefs about sin and forgiveness</li> <li>• describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</li> <li>• suggest different ways that this story might be understood by Christians</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</li> <li>• explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</li> </ul>

<b>LIVING RELIGIOUS TRADITIONS</b>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• identify features of baptism – eg. the font, candles, godparents</li> <li>• talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• identify symbols (images and actions) used in Christian worship</li> <li>• talk about how and why symbols might be used in Christianity</li> <li>• identify and describe features of a church</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• describe how and why Pentecost is celebrated</li> <li>• describe why some Christians might take part in a procession of witness</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• describe and explain (with examples) Christian attitudes about how to treat others</li> <li>• explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• explain how symbols might unite the worldwide Christian Church</li> <li>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li> <li>• analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul>
	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• identify religious aspects of Christmas celebrations</li> <li>• talk about why Christmas is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light car services, Christingle) – and the symbolic meaning</li> <li>• talk about the different ways that Christians might celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>• describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• describe what a Christian might do during Lent and why</li> <li>• explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this</li> <li>• Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>• use religious vocabulary to describe and explain the Eucharist</li> <li>• explain different Christian beliefs about the Eucharist and its importance</li> </ul>
	<ul style="list-style-type: none"> <li>• GOD</li> <li>• talk about how and why Christians might</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• suggest ways that Christians might express</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• identify Christians who might be described as</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• explain why Christians might have different views</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• describe and explain how and why Christians</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• analyse the important of Christian rites of</li> </ul>

	<p>want to talk to God (prayer)</p> <ul style="list-style-type: none"> <li>• suggest symbolic meanings of rituals and items used in Christian prayer</li> </ul>	<p>their concern for the natural world</p> <ul style="list-style-type: none"> <li>• describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>	<p>people who listened to and followed God</p> <ul style="list-style-type: none"> <li>• describe how and why some Christians might devote their lives to serving God</li> <li>• talk about what is meant by a sense of vocation</li> </ul>	<p>about how to interpret and apply the Bible</p> <ul style="list-style-type: none"> <li>• explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li> </ul>	<p>might use the Lord's Prayer</p> <ul style="list-style-type: none"> <li>• analyse and interpret the Lord's Prayer – and what guidance it provides for Christians</li> <li>• suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> </ul>	<p>passage as an expression of faith and commitment</p> <ul style="list-style-type: none"> <li>• use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>
<p><b>SHARED HUMAN EXPERIENCE</b></p>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• talk about what it means to belong to a family</li> <li>• talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• identify signs and symbols in the world around them</li> <li>• talk about the school logo – what values it might represent and how it might unite the school community</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• describe aspects of being human that we should be proud of</li> <li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• explain (with examples) how and why people might use stories to pass on wisdom and guidance</li> <li>• discuss how and why fables might be an important aspect of human history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>• discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li> <li>• discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li> </ul>
	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• consider how and why babies might be special – and why they need love and care</li> <li>• talk about the importance of looking after those who cannot help themselves</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• identify different ways that humans use light</li> <li>• discuss the importance of light – as a source of comfort, security and hope</li> <li>• talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• talk about what it means to have charisma</li> <li>• describe what makes a good leader and why people might want to follow him/her</li> <li>• discuss what motivates people to want to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>• discuss why many people are willing to make sacrifices for the people they love</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• explain the difference between fact, opinion and belief</li> <li>• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• consider how people might mature and become stronger through overcoming difficulties</li> <li>• consider the value of being part of a community on the 'journey of life'</li> </ul>

				<ul style="list-style-type: none"> <li>• discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul>	coincidence, an act of God	
	<ul style="list-style-type: none"> <li>• GOD</li> <li>• talk about the importance of love in families</li> <li>• talk about the ways in which they are cared for and supported by family members</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• identify ways in which humans use (and abuse) the natural world</li> <li>• talk about why our planet should matter to all humans – and how this should influence our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• identify inspirational people/role models for the world today</li> <li>• describe the qualities that inspirational people might have</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• discuss why people might have different views about what is right and wrong – and where these views might come from</li> <li>• describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• consider the different ways that myth and stories are and used</li> <li>• explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>• GOD</li> <li>• discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li> <li>• consider the value of celebrating landmarks in life – for individuals and communities</li> </ul>
<b>SEARCH FOR PERSONAL MEANING</b>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• talk about their own identity as part of a family and part of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• ask thoughtful questions about signs and symbols</li> <li>• talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• discuss their own sense of value and what is good/unique about being them</li> <li>• reflect on the people that they value in their lives – and how they show their appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• discuss examples of wisdom and guidance that they have learnt from stories</li> <li>• consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• raise meaningful questions about things that puzzle them</li> <li>• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• CHURCH</li> <li>• raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li> <li>• reflect on the benefits and difficulties of forgiveness</li> </ul>
	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• talk about their own beginnings and how they were welcomed into the family</li> <li>• reflect on who has helped them in life so far</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• ask questions about the value of sources of light in their own lives</li> <li>• talk about the people who provide comfort, security and hope for them</li> <li>• suggest ways in which they might be a light for others</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• reflect on their own leadership abilities</li> <li>• discuss their own desires to make a difference in the world/in their communities</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• give examples of acts of sacrifice that have been done by or for them</li> <li>• discuss who or what they would be prepared to make sacrifices for</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>• reflect on how they make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• JESUS</li> <li>• raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</li> <li>• discuss own experiences and</li> </ul>

				<ul style="list-style-type: none"> <li>consider the value of sacrifice – as an expression of love and commitment</li> </ul>	<p>about what is/is not true</p>	<p>attitudes towards the importance of having companionship on the journey of life</p>
	<ul style="list-style-type: none"> <li>GOD</li> <li>reflect on their own role within the family</li> <li>discuss who they can talk to when they are happy/sad/worried</li> </ul>	<ul style="list-style-type: none"> <li>GOD</li> <li>reflect on their own use of the world's resources</li> <li>ask questions about what they can do to show that they care about the world</li> </ul>	<ul style="list-style-type: none"> <li>GOD</li> <li>discuss who makes a good role model and why</li> <li>raise and discuss questions about following others – including both positive and negative responses</li> </ul>	<ul style="list-style-type: none"> <li>GOD</li> <li>reflect on their own understanding of morality and where it comes from</li> <li>raise questions and discuss responses to different ideas about how to live well</li> </ul>	<ul style="list-style-type: none"> <li>GOD</li> <li>consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>	<ul style="list-style-type: none"> <li>GOD</li> <li>ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</li> <li>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</li> </ul>