



RE - Long Term Assessment & Vocabulary

This document is based on the Dioceses of Carlisle's unit for Religious Education, adapted to fit with the Chris Quigley Essentials milestones model (CQ) our teaching of Christianity is drawn from the Understanding Christianity resource (UC).

Milestone 1 (Y1/2)	Threshold Concepts: Knowledge & Skills (Learning Objectives)	Working towards	Expected	Exceeding
<p>Understand beliefs and teachings</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<p>With support can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>	<p>There is a good understanding of the meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>
<p>Understand practices and lifestyles</p> <p>Linked to Carlisle Diocese attainment targets 1-learning</p>	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<p>With support can recall and name some different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Can independently recall and name a good range of different religious beliefs and practices a, including festivals, worship, rituals and ways of life, in</p>

<p>about religion</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>		<p>meanings behind them.</p>		<p>order to find out about the meanings behind them.</p>
<p>Understand how beliefs are conveyed</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<p>With support can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>There is a good knowledge of a range of different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>
<p>Reflect</p> <p>Linked to Carlisle Diocese attainment targets 2- learning from religion</p> <p>-forms of expression</p> <p>-identity and belonging</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p>With support can ask and respond to simple questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>With support can Observe and recount some different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>Is able to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Is able to independently ask and respond to a range of questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>Is able to observe and recount a range of different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Has a good ability to explore</p>

		With support can begin to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.		questions about belonging, meaning and truth so that they can express their own well thought out ideas and opinions in response using words, music, art or poetry.
<p>Understand values</p> <p>Linked to Carlisle Diocese attainment targets 2- learning from religion</p> <p>-forms of expression</p> <p>-identity and belonging</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals' 	With support can begin to find out about questions of right and wrong and begin to simply express their ideas and opinions in response.	Find out about questions right and wrong and begin to express their ideas and opinions in response.	Can independently find out about questions of right and wrong and clearly express their ideas and opinions in response
Understanding Christianity building	God	Pupils know that Christians believe in God and that they find out about him in the Bible. They know that a	Pupils know that Christians believe in God and that they find out about him in the Bible. <ul style="list-style-type: none"> • They know that a parable is 'a story (in this 	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the

<p>blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>		<p>parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can give an example of such a story i.e. parable of the Lost Son and/or the Story of Jonah. They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him</p>	<p>case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.</p> <ul style="list-style-type: none"> • They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<p>question 'What do Christians believe God is like? Pupils are able to discuss the idea of God being loving kind forgiving and fair. They can explore why the story of Jonah or the parable of the Lost Son are significant for Christians.</p>
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>Creation</p>	<p>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. They know that the creation story includes a day of rest. They know that Harvest Festival is a time when Christians say thank you to God for creation. Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>	<p>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</p> <p>Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</p> <p>Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example.</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Creation. Pupils are able to discuss the idea of God making the world and can make connections to the 'Big Story'. They can explore why a belief that God made the world is significant for Christians.</p>

<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>Incarnation</p>	<p>Pupils know that Christians celebrate Jesus' birth. They are aware of Advent but can't explain its significance. They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds.</p>	<p>Pupils know that Christians celebrate Jesus birth; Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts.</p> <p>The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke)</p> <p>Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. They can explore why Jesus being born in a stable is significant for Christians.</p>
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>Gospel</p>	<p>Pupils will know that Christians believe that Jesus brings the good news that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that you should also forgive others. Pupils know the story of the</p>	<p>Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.</p> <p>Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</p> <p>Pupils know the story of the calling of Matthew (including why the tax collector was unpopular,</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Gospel. Pupils are able to discuss the idea of what is good about the about forgiveness and can make connections to the 'Big Story'. They can explore why a</p>

		calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God	and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.	belief in forgiveness can lead to peace.
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	Salvation	Pupils will know that Easter is very important in the 'Big story' of the Bible. Pupils will know some of the events of the Easter story. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. Pupils will know that Christians believe in life after death. Pupils will know some of the ways its local church celebrates Easter.	<p>Pupils will know that Easter is very important in the 'Big story' of the Bible.</p> <p>Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</p> <p>Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead, he gives Christians a hope in a new life.</p> <p>Pupils will know that Christians believe in life after death.</p> <p>Pupils will know some of the ways its local church celebrates Easter.</p>	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. They can explore why Jesus dying and then rising to life is significant for Christians. They can give their views on why it is important to forgive.
Vocabulary	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent • Salvation: Bible, Gospel, Hosanna, Lent 			

<ul style="list-style-type: none"> • Gospel: Forgiveness <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddha, Temple, meditation <p>Islam:</p> <ul style="list-style-type: none"> • Muslim, Allah, Koran, Mosque, Prophet

Milestone 2 (Y3/4)	Threshold Concepts: Knowledge & Skills (Learning Objectives)	Working towards	Expected	Exceeding
<p>Understand beliefs and teachings</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>With support can begin to explore and describe some beliefs, religious texts and stories, symbols and actions so that they can understand some different ways of life and ways of expressing meaning</p>	<p>Can begin to explore and describe a range of beliefs, religious texts and stories, symbols and actions so that they can understand some different ways of life and ways of expressing meaning.</p>	<p>Can explore and describe a range of beliefs, religious texts and stories, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p>Understand practices and lifestyles</p> <p>Linked to Carlisle Diocese attainment targets 1-learning</p>	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how 	<p>With support can recall and name some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important</p>	<p>Describe and begin to make connections between some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life, in order to reflect on</p>	<p>Can describe and make connections between some different features of the religions and worldviews they study, discovering more about celebrations, worship, and the</p>

<p>about religion</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<p>they are used.</p> <ul style="list-style-type: none"> • Explain some of the religious practices of both clerics and individuals. 	<p>points in life, in order to reflect on the meaning behind them.</p>	<p>the meaning behind them.</p>	<p>rituals which mark important points in life, in order to reflect on their ideas.</p>
<p>Understand how beliefs are conveyed</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<p>With support can begin to explore and describe some different beliefs, symbols and actions so that they can understand some different ways of life and ways of expressing meaning.</p>	<p>Begin to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning appreciating some similarities between communities</p>	<p>There is a good knowledge of a wide range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning appreciating similarities between communities.</p>
<p>Reflect</p> <p>Linked to Carlisle Diocese attainment targets 2- learning from religion</p> <p>-forms of expression</p> <p>-identity and belonging</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally 	<p>With support can begin discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>With support can begin to explore and respond to ideas about ways in</p>	<p>Begins discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Begins to explore and respond to ideas about ways in which diverse communities can live together for the well-being of all,</p>	<p>Has a good ability to discuss and present their own and others' views on deep questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Begins to explore and respond thoughtfully to ideas about ways in which diverse communities can</p>

	<p>agreed answers.</p>	<p>which diverse communities can live together for the well-being of all, encountering ideas about community, values and respect.</p> <p>With support can begin to explore their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.</p>	<p>investigating ideas about community, values and respect.</p> <p>Begins to explore their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.</p>	<p>live together for the well-being of all, applying ideas about community, values and respect.</p> <p>Begins to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and can explain their own ideas in response.</p>
<p>Understand values</p> <p>Linked to Carlisle Diocese attainment targets 2:</p> <p>-meaning, purpose and truth</p> <p>-values and community</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>With support can begin to observe and understand some religions and worldviews so that they can explain their meanings and significance to individuals and communities.</p> <p>With support begins to explore some challenges of commitment to a community of faith or belief, reflects on why belonging to a community may be valuable, both in the communities being studied and in their own lives.</p> <p>With support begins to notice some different dimensions of religion, so that they can start to explore similarities and differences between some different religions and worldviews.</p>	<p>Begin to observe and understand a range of religions and worldviews so that they can explain their meanings and significance to individuals and communities.</p> <p>Begins to explore the challenges of commitment to a community of faith or belief, reflects on why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Begins to notice and consider some different dimensions of religion, so that they can start to explore and show understanding of similarities and differences between some</p>	<p>Can observe and understand a range of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Explores the challenges of commitment to a community of faith or belief, reflects thoughtfully on why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Begins to notice and consider a range of different dimensions of religion, exploring and showing understanding of similarities and differences between different</p>

			different religions and worldviews.	religions and worldviews.
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	God/Incarnation	<p>Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. They can talk about the Baptism of Christ but are not able to explain the story's significance. They can talk about some aspects of Christian Baptism</p>	<p>Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</p> <p>Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</p> <p>Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</p> <p>Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of The Trinity. Pupils are able to discuss the idea of God being three in one. They can explore links between the Baptism of Christ and can make connections to the 'Big Story' of Christianity. They recognise that for Christians understanding God is challenging; people spend their whole lives learning more and more about God.</p>
<p>Understanding Christianity building</p>	Creation/Fall	<p>Pupils know that Christians believe that although God made the world humans spoiled that</p>	<p>Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response</p>

<p>blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>		<p>friendship with God, and that Christians call this the Fall. Pupils are aware of the story of Adam and Eve but cannot give the detail. Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short. Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.</p>	<p>that friendship with God, and that Christians call this the Fall.</p> <p>Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</p> <p>Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</p> <p>Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</p> <p>They know that some people don't believe that God made the world.</p>	<p>to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. They can make a connection between the Genesis 3 story and the parable of the Lost Son. They can locate this in the 'Big Story' of Christianity</p>
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>People of God</p>	<p>Pupils know that Christians believe that God makes covenants or pacts with his people. The people of God promise to live the way God wants and God promises to stay with them. Pupils are aware of the stories of Noah and</p>	<p>Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them.</p> <p>Pupils can outline the stories of Noah and Abraham (add selected detail) and the</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What is it like for Christians to follow God? Pupils are able to discuss the idea of covenants. They can</p>

		<p>Abraham and the way in which God made a covenant with one. Pupils can give an example of people today try to live the way God wants often at personal cost e.g. William Booth and the Salvation Army</p>	<p>way in which God made a covenant with both.</p> <p>Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows</p> <p>Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.</p>	<p>explore links between God's covenant with the people of God and the 'Big Story' of Christianity. They recognise that the stories of Noah and Abraham also appear in Jewish and Islamic (Nuh and Ibrahim) texts and can relate the idea of covenant to their own lives.</p>
<p>Understanding Christianity building blocks/outcomes (Taken from the Salisbury Diocese)</p>	Gospel	<p>Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live. Pupils will know that it is claimed that Jesus could heal a Leper. Pupils will know what a parable is. Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid</p>	<p>Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</p> <p>Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</p> <p>Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities.</p> <p>Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of the Gospel. Pupils are able to discuss the idea of loving your neighbour and how this has influenced Christians and wider society. They can explore links between the parable of the Good Samaritan and the story of the Pharisees and the tax collector.</p>

			<p>passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour).</p> <p>They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</p>	
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	Salvation	<p>Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Pupils will be able to say what some of the events of Holy week means for Christians. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They know that for some Christians today standing up for your faith can risk persecution.</p>	<p>Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection.</p> <p>Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday</p> <p>They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Salvation. Pupils are able to discuss the idea of Jesus rising from the dead and can make connections to the 'Big Story' of Christianity. They recognise that for Christians believing that Jesus died and rose again is challenging. They recognise that this belief can make a difference to how believers live their lives. They can express their own view if this was a Good Friday?</p>
<p>Understanding Christianity building</p>	Kingdom of God	<p>Pupils know that Christians believe that after Jesus returned to be with God he sent</p>	<p>Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response</p>

<p>blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>		<p>the Holy Spirit at Pentecost to help the church live in a way that reflects the love of God. Pupils know some of the events of the day of Pentecost. Pupils know some symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts.</p>	<p>the church make Jesus kingdom visible by living in a way that reflects the love of God.</p> <p>Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here.</p> <p>Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art.</p> <p>Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means</p> <ul style="list-style-type: none"> • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit. 	<p>to their enquiry into the question 'What was the impact of Pentecost?' Pupils are able to discuss the idea of the Holy Spirit and why this might be important for the growth of a faith. They can explore links between Pentecost and the 'Big Story' of Christianity. They recognise that following a faith can result in developing positive virtues and can compare the Fruits of the Spirit with virtues from other faiths and from Humanism. They can relate these texts and ideas to their own lives.</p>
<p>Vocabulary</p>	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe, Commandments, Sin • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent, Trinity, Holy Spirit, Testament • Salvation: Bible, Gospel, Hosanna, Lent, Holy Week, Last Supper, Good Friday, Easter Sunday, Maundy Thursday, Crucifixion, Resurrection • Gospel: Forgiveness, Disciple 			

	<ul style="list-style-type: none"> • Kingdom of God: Pentecost <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddha, Temple, meditation, enlightenment, suffering, reincarnation <p>Islam:</p> <ul style="list-style-type: none"> • Muslim, Allah, Koran, Mosque, Mecca, Hajj, Ramadan, Eid
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Milestone 3 (Y5/6)	Threshold Concepts: Knowledge & Skills (Learning Objectives)	Working towards	Expected	Exceeding
<p>Understand beliefs and teachings</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p>With support can describe and make some simple connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.</p>	<p>Can independently describe and make clear connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.</p>
<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith 	<p>With support can describe and understand simple links between stories and other aspects of the communities</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing</p>	<p>Is able to describe in detail and demonstrate a depth of understanding of the links between stories and other</p>

<p>Linked to Carlisle Diocese attainment targets 1-learning about religion</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<p>community.</p> <ul style="list-style-type: none"> • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	<p>they are investigating, responding to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>	<p>meaning.</p>	<p>aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>
<p>Understand how beliefs are conveyed</p> <p>Linked to Carlisle Diocese attainment targets 1- learning about religion</p> <p>-belief teachings and sources</p> <p>-Practises and way of life</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	<p>With support can explore and describe some key beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p>	<p>Can explore and demonstrate a good knowledge of a wide range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p>Reflect</p> <p>Linked to Carlisle Diocese attainment targets 2- learning from religion</p>	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. 	<p>With support can discuss and present their own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms</p>	<p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.)</p>	<p>Can discuss deeply and present their own and a wide range of others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own</p>

<p>-forms of expression</p> <p>-identity and belonging</p> <p>NB also see outcomes from unit plans</p>	<ul style="list-style-type: none"> • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<p>including (e.g.) reasoning, music, art and poetry.</p> <p>With support can consider and apply some simple ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect.</p> <p>With support can discuss and apply their own and some others' ideas about simple ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.</p>	<p>reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Can independently consider and apply a wide range of ideas about ways in which diverse communities can live together for the well-being of all, responding particularly thoughtfully to ideas about community, values and respect.</p> <p>Shows a deep ability to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly and logically in response.</p>
<p>Understand values</p> <p>Linked to Carlisle Diocese attainment targets 2- learning from religion</p> <p>-forms of expression</p> <p>-identity and belonging</p> <p>NB also see outcomes from</p>	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to 	<p>With support can consider and apply some simple ideas about ways in which diverse communities can live together for the well-being of all, responding to ideas about community, values and respect.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their</p>	<p>Is able to independently observe and show a deep understanding of varied examples of religions and worldviews so that they can explain, with clear reasons, their meanings and significance to individuals and communities.</p> <p>Critically consider the challenges of commitment to a community of faith or belief, suggesting with</p>

unit plans	<p>act in a certain way despite rules).</p> <ul style="list-style-type: none"> • Express their own values and remain respectful of those with different values. 		<p>own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p>	<p>discernment why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Is able to observe and consider a wide range of different dimensions of religion, so that they can explore and show deep understanding of similarities and differences between different religions and worldviews.</p>
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	God	<p>With support can discuss and apply their own and some others' ideas about simple ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas in response.</p>	<ul style="list-style-type: none"> • Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why i.e. Humanist's don't believe God is omnipotent omniscient and eternal because..., • They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy • Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently 	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What does it mean if God is holy and loving? Pupils are able to discuss the extent to which forgiveness and reconciliation relate to the issues and problems in the world and in their own lives. They can relate the teachings in the Bible to life and actions of well-known Christians such as Desmond Tutu and Martin Luther King. They can evaluate the way in which some examples of Christian practice</p>

			<p>both in reaction to social injustice but also in styles of worship and church building.</p> <ul style="list-style-type: none"> • Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. 	<p>reflect the belief that God is loving and Holy</p>
<p>Understanding Christianity building blocks/outcomes (Taken from the Salisbury Diocese)</p>	<p>Creation/Fall</p>	<p>Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts. They know that there are many scientists who are also Christians. Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue. Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world</p>	<ul style="list-style-type: none"> • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christian believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship. 	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Creation and Science; Conflicting or complimentary? They can offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses.</p>

<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>People of God</p>	<p>Pupils will know that most Christians believe that God rescued his people from slavery in Egypt. Pupils are aware of the story of Moses and the exodus and they can show how these relate to the concepts of freedom justice and salvation. Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live. Pupils know that most Christians believe that Jesus shows them how to live through his teachings. This inspires Christians to work for justice and freedom and they can give at least one example of a charity that does this today.</p>	<ul style="list-style-type: none"> • Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation • Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. • Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church • Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. 	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'Can following God bring freedom and justice? Pupils are able to explore issues of fighting for justice and freedom today developing their own insights and can give reasons to support their views. They can make connections to the 'Big Story' of Christianity. They can relate the stories of the old testament to the biblical accounts of the Jesus as a new Covenant.</p>
<p>Understanding</p>	<p>Incarnation</p>	<p>Pupils know that Jesus was Jewish and that the old</p>	<ul style="list-style-type: none"> • Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word 	<p>Using this knowledge and understanding pupils can raise</p>

<p>Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>		<p>testament talked of a Messiah who would rescue his people. They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour. They can give an opinion on the question 'Was Jesus the Messiah'?</p>	<p>for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like.</p> <ul style="list-style-type: none"> • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument 	<p>relevant questions in response to their enquiry into the question 'Was Jesus the Messiah? Pupils are able to discuss the the extent to which this is reflected in current celebrations of Christmas. They can make connections to the 'Big Story' of Christianity. They can relate the prophecies of the old testament to the biblical accounts of the entry into Jerusalem and the Transfiguration.</p>
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	<p>Gospel</p>	<p>Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better. Pupils will be aware of a number of Jesus teachings: The wise and foolish</p>	<ul style="list-style-type: none"> • Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. • Pupils will know a range of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the 	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What would Jesus Do? Pupils are able to relate gospel teachings to issues and problems that affect their own lives and communities offering</p>

		<p>builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. Pupils will be able to make a link to activities undertaken by Christian groups and by the church.</p>	<p>healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</p> <ul style="list-style-type: none"> • Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. 	<p>their own insights and ideas. They can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus.: Is this what Jesus would do?</p>
<p>Understanding Christianity building blocks/outcomes (Taken from the Salisbury Diocese)</p>	<p>Salvation</p>	<p>Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe some of these appearances; Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. Pupils are aware of some modern and traditional songs worship songs that reflect this. They know a number of Good Friday and Easter Sunday celebrations</p>	<ul style="list-style-type: none"> • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of 	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What difference does the resurrection make to Christian's? Pupils are able to discuss the extent to which this is reflected in current celebrations in funerals. They can make connections to the 'Big Story' of Christianity. They can offer a selection of responses to Jesus appearances after the resurrection, giving diverse Christian views as well as</p>

		across a range of denominational settings. They can say what might happen at a Christian funeral.	denominational settings. <ul style="list-style-type: none"> • They can explain why certain things might happen at a Christian funeral. 	atheist and agnostic responses and expressing their own ideas and opinions.
<p>Understanding Christianity building blocks/outcomes</p> <p>(Taken from the Salisbury Diocese)</p>	Kingdom of God	Pupils know that Jesus told many parables about the Kingdom of God and they are able to name them but cannot describe one in any detail. Pupils know that many Christians try to extend the kingdom of God by challenging social practice and by practising forgiveness. Pupils know the Lord's Prayer and can make links to the idea of the Kingdom of God	<ul style="list-style-type: none"> • Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God 	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question 'What kind of king would Jesus be? Pupils are able to explore issues of forgiveness and social justice today developing their own insights and can give reasons to support their views. They can make connections to the 'Big Story' of Christianity.
Vocabulary	<p>Christianity:</p> <ul style="list-style-type: none"> • Creation/God: God, Pray, Christian, Baptism, Charity, Creation, Universe, Commandments, Sin, omnipotent, eternal, proverb • Incarnation: Nativity, Celebrate, Christmas, Jesus, Bethlehem, Worship, Advent, Trinity, Holy Spirit, Testament, Messiah, prophecy • Salvation: Bible, Gospel, Hosanna, Lent, Holy Week, Last Supper, Good Friday, Easter Sunday, Maundy Thursday, Crucifixion, Resurrection, sacrifice • Gospel: Forgiveness, Disciple, parable 			

- Kingdom of God: Pentecost, freedom

Buddhism:

- Buddha, Temple, meditation, enlightenment, suffering, reincarnation, Karma (consequence), truth, eightfold path, precepts, Tripitaka

Islam:

- Muslim, Allah, Koran, Mosque, Hajj, Prophet, Ramadan, Eid, Qiblah, Quran, Salaa, Sawm, Shahada, Zakat