

**Religious Education** – Long term, Whole School Planning 2023 – 2024

Based on the Cumbria Syllabus for RE

Subject Lead = Miss. N Birch

Two chosen KS1 religions as well as Christianity = Islam and Buddhism

Autumn term 2023		
Reception	Year 1	Year 2
<p>Weeks 1 to 3; What feelings can we talk about?</p> <ul style="list-style-type: none"> <li>-Children show curiosity about feelings</li> <li>-Children can reflect on and talk about their own feelings - what makes them happy, sad, angry, frightened etc and what can help</li> <li>-When looking at photos children use words appropriately to describe faces ;happy, sad, angry etc</li> <li>-Children can begin to recognise and understand other people’s feelings</li> <li>-Children begin to understand the value of prayer</li> <li>-Children can describe how Jesus helped his friends and retell the story of Jesus Calming the Storm</li> <li>-Children will understand that you can feel more than one emotion at a time e.g. sad and angry</li> <li>-Children will begin to understand the difference between a question &amp; a statement</li> </ul> <p>Weeks 4 to 6; Why do we have Harvest Festivals?</p> <ul style="list-style-type: none"> <li>- Children use a range of words to talk about harvest</li> <li>- Children communicate their ideas about harvest using pictures</li> <li>- Children talk about how and why some people say thank you to God for the harvest by holding a harvest festival</li> </ul>	<p>What does it mean to belong?</p> <p>Week 1; What does it mean to belong to a family? Most in Y1: I can find out about signs of belonging. I can ask and respond to questions about belonging to my family and my class. GD - Many in Y1: I can connect the idea of belonging with a symbol or a sign. GD - Many in Y1: I can express ideas about the feelings associated with being part of a group.</p> <p>Week 2; What does it mean to belong to our class? Most in Y1: I can ask and respond to questions about pieces of the ‘jigsaw of my life’ and talk about them.</p> <p>Week 3; What does it mean to belong to the Muslim Community? Most in Y1: I can recall and name Muslim customs and practices.</p> <p>Week4; When, what and why might Muslims shout? Most in Y1: I can ask and respond to questions about religious practices like the call from a Minaret.</p>	<p>What does it mean to belong?</p> <p>Week 1; How do we show that we belong to our school? Many in Y2: I can recall and name meanings for different symbols.</p> <p>Week 2; Who am I? Most in Y2; I express my own ideas and opinions about the meanings to the jigsaws of other people’s lives GD - Some in Y2: I can name and recall different ways of showing where and how we belong</p> <p>Week3; When, what and why might Muslims whisper? Most in Y2: I can express my own ideas about two or more Muslim practices of belonging.</p> <p>Week 4; What is worth shouting about? Most in Y2: I can recall and name religious words and ideas about the Muslim call to prayer. GD - Some in Y2: I can express my ideas about Muslim prayer</p>

<p>- Children can identify occasions when they want to say thank you for something, and talk about the reasons why</p> <p>- Children talk about their school's harvest festival and explain why it is being held</p> <p>- Children can talk about and suggest reasons why some people want to help others at harvest time</p> <p>- Children can describe their own experience of helping</p> <p>- Children will begin to understand that we need certain foods to be healthy</p> <p>Weeks 7 to 9; Where do I belong?</p> <p>-Children can talk about different ways in which they belong</p> <p>-Children can describe how different people care for them</p> <p>-Children begin to be aware that not everyone has the same family and home life as they do</p> <p>-Children can describe religious and non-religious customs surrounding a new baby such as what might happen at a baptism. Some children may give simple explanations about why this happens.</p> <p>-Children can re-tell the story of Jesus' baptism or Jesus at the Temple</p> <p>Weeks 10 to 12; Why do Christians celebrate the birth of Jesus?</p> <p>-Children can talk about the reasons for cards; presents; party; cake; blowing out candles, making a wish, songs etc. at birthday celebrations.</p>	<p>Week 5; What does it mean to belong to the Christian Community?</p> <p>Most in Y1: I can recall and name special events in things we do.</p> <p>GD - Many in Y1: I can recall the story of Jesus' last days</p> <p>Week 6; What does it mean to belong to the Buddhist Community?</p> <p>Most in Y1: I can recall and name ways a Buddhist learns from observing the world around them.</p> <p>GD - Many in Y1: I can ask and respond to questions about what I think is helpful about being calm and kind.</p> <p>Week 7; Where and what are symbols of belonging?</p> <p>Most in Y1: I can recall and name religious artefacts from two religions.</p> <p>GD - Many in Y1: I can find out how religious meaning is expressed through an artefact.</p> <p>Week 8; What have we learned about symbols of belonging?</p> <p>Most in Y1: I can recall and name how symbols are used in religions.</p> <p>GD - Many in Y1: I express my ideas about meanings in religious and natural objects.</p>	<p>Week 5; What do Christians remember at Easter?</p> <p>Most in Y2: I can express my own ideas from the stories of Holy Week and Easter festival</p> <p>Week 6; What are some things that Buddha taught?</p> <p>Most at Y2: Talk and ask questions about what is good about being kind and calm, loving or peaceful.</p> <p>GD - Some at Y2: I can express my own ideas that show what Buddha taught about being kind, peaceful, loving and calm.</p> <p>Week 7; Where and what are symbols of belonging?</p> <p>Most in Y2: I can ask and respond to questions about the difference between literal and non-literal meanings.</p> <p>GD - Many in Y2: I can express ideas about why, to a believer, some objects are worth more than the money they cost</p> <p>Week 8; What have we learned about symbols of belonging?</p> <p>Many in Y2: I can express why they are important</p>
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<p>-Children can reflect on and express the feelings associated with a new baby</p> <p>-Children know they are one year older each birthday</p> <p>-Children can identify Mary, Joseph and Jesus in Nativity role play</p> <p>-They recognise them as a family and that the story is found in the Bible</p> <p>-Children can show their understanding of other people in the Christmas story</p> <p>-Can begin to explain link the celebration of the birth of Jesus to Christmas</p>	<p>Week 9; What have we learned about Muslim symbols? Most in Y1: I can recall and name symbols used by different religions and talk about them. Most in Y1: I can decorate symbols to show what is special about two religions. GD - Many in Y1: I can ask and respond to questions about symbols</p> <p>Week 10; What have we learned about Christian symbols? Most in Y1: I can recall and name symbols used by different religions and talk about them. Most in Y1: I can decorate symbols to show what is special about two religions. GD - Many in Y1: I can ask and respond to questions about symbols</p> <p>Week 11; What have we learned about Buddhist symbols? Most in Y1: I can recall and name symbols used by different religions and talk about them. Most in Y1: I can decorate symbols to show what is special about two religions. GD - Many in Y1: I can ask and respond to questions about symbols</p> <p>Week 12; Assessment of the unit</p>	<p>Week 9; What have we learned about Muslim symbols? Most in Y2: I can ask and respond to questions about stories from religions. GD - Some in Y2: I can express my ideas about meanings of stories, symbols and actions linked to belonging.</p> <p>Week 10; What have we learned about Christian symbols? Most in Y2: I can ask and respond to questions about stories from religions. GD - Some in Y2: I can express my ideas about meanings of stories, symbols and actions linked to belonging.</p> <p>Week 11; What have we learned about Buddhist symbols? Most in Y2: I can ask and respond to questions about stories from religions. GD - Some in Y2: I can express my ideas about meanings of stories, symbols and actions linked to belonging.</p> <p>Week 12; Assessment of the unit</p>
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By the end of this KS1 unit;

Most pupils in Year 1 will be able to:	<ul style="list-style-type: none"><li>• Recall and name places where people from two religions feel they belong</li><li>• Recall stories that people share at a religious festival</li><li>• Ask and respond to questions about what communities do and why</li><li>• Find out about similarities in belonging to two different religions</li><li>• Find out about belonging to a religion from a book, a video, a story or some religious artefacts</li></ul>
Most pupils in Year 2 will be able to:	<ul style="list-style-type: none"><li>• Recall and name a story from a festival in two different religions</li><li>• Make connections between the meanings of symbols of belonging in two religions</li><li>• Ask and respond to questions about how different aspects of life (clothes, food, celebrations, stories) might show that people belong to a religion</li><li>• Express their own ideas and opinions about how doing things together can give feelings of love, sharing or community</li></ul>
Some pupils in Year 2 might be able to:	<ul style="list-style-type: none"><li>• Find out about symbols that show respect and belonging in different religions</li><li>• Recall and name 'sacred, holy or special' to describe the place of symbols of belonging in different religions</li><li>• Make connections between their own 'special objects' and some religious artefacts that might show belonging to a faith community.</li></ul>

Spring term 2024

Reception	Year 1	Year 2
<p>Weeks 1 to 3; How did Jesus affect some of the people he met?</p> <ul style="list-style-type: none"> <li>-Children can describe someone they have met and are aware of what they do for them</li> <li>-Children know that Jesus chose 12 disciples to be his helpers and followers</li> <li>-Children can talk about the feelings of the disciples</li> <li>-Children can talk about why they think Jesus liked and valued children</li> <li>-Children retell the story of Zacchaeus through drama and role play</li> <li>-Children give some reasons why Jesus chose Zacchaeus</li> <li>-Children explain in simple terms how Jesus' friendship affected Zacchaeus</li> <li>-Children can explain the concept of 'friend', the qualities that make someone a friend and what being a friend means to them</li> <li>-Children explain in simple terms that true friendship is about behaviour and feelings, eg being kind</li> <li>-Children identify what they have learned about the different friends of Jesus</li> </ul> <p>Weeks 4 to 6; How can we use our hands?</p> <ul style="list-style-type: none"> <li>-Children understand that they are unique</li> <li>-Children understand that they can communicate and express their feelings through their hands</li> <li>-Children reflect on the way they can use their hands to benefit other people</li> </ul>	<p>Why are some books and stories special?</p> <p>Week 1; Why are some books and stories special?</p> <p>Most in Yr1: I can recall what some religions call their special books.</p> <p>GD - Many in Yr1: I can ask and respond to questions which address why some books are special.</p> <p>GD - Many in Yr 1: I can express my ideas about what matters to other people.</p> <p>Week 2; How and why is respect shown for a book?</p> <p>Most in Year 1: I can recall and name some books that are special to some groups of people.</p> <p>Most in Year 1: I can find out about the Muslim and Christian special books.</p> <p>GD - Many in Year 1: I can ask and respond to questions which address why books are special.</p> <p>Week 3; What can we find out about a story from Islam of Mohammad at the gates of Makkah?</p> <p>Most in Y1: I can recall and name what happened in the story.</p> <p>Most in Y1: I can find out why the woman changed her mind.</p> <p>Most in Y1: I can ask and respond to questions about meaning in the story.</p> <p>GD - Many in Y1: I can express ideas about meanings for the emotions in the story.</p>	<p>Why are some books and stories special?</p> <p>Week 1; How do Muslims respect their holy book?</p> <p>Most in Year 2: I can express my own ideas and opinions on the idea of a 'holy book'.</p> <p>Week 2; What can we find out about a story from Islam of Mohammad at the gates of Makkah?</p> <p>Some in Y2: I can express my ideas about this story and the way some people think of other religions.</p> <p>Week3; What do Muslims learn from the Qur'an about God?</p> <p>Most in Year 2: I can ask and respond to questions about why the Qur'an is important to Muslims and how it makes a difference to what they do.</p>

-Children know something of the way Jesus used his hands to help people

-Children join in the greeting and washing of feet, and can talk about why they are doing it

-Children are aware that hands can hurt and help

-Children can explain how hands were important in the Easter story

Weeks 7 to 9;

Why do we talk about New Life at Easter?

-Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans sprouting. -

Children reflect on feelings related to new life

-Children use movement and expression to explore and describe new life

-Children can talk about the difference between sad times and happy times

-Children are able to role play or use puppets to retell a story

-Children are able to recognise Easter as the most important event in the Christian calendar

-Children recognise and develop an understanding of Christian symbols

-Children are aware that Easter is a time of sadness and celebration for Christians

Weeks 10 to 12;

Who helps us? Who can we help?

-Children can reflect on caring and on helping others

-Children can explain who may be a source of help in everyday life and in times of difficulty

GD - Many in Y1: I can ask and respond to questions about the idea that we sometimes need to change our minds.

Week 4;

How and why do Muslims use the Qur'an?

Most in Year 1: I can find out about who or what guides Muslims in their lives.

Most in Year 1: can identify some things that are important to Muslims.

Most in Year 1: I can find out about the revelation of the Qur'an to Muhammad [PBUH].

GD - Many in Year 1: I can recall the key Muslim belief that there is no other God but Allah.

Week 5;

What can we find out about Buddhism from the story of Siddhartha and the Swan?

Most in Year 1: I can recall a story that is special to Buddhists.

Most in Year 1: I can find out about the Buddha and a story about him.

GD - Many in Year 1: can ask and respond to questions about the story, suggesting a meaning.

Week 6;

What book of stories do Christians love to remember? Why?

Most in Yr1: I can ask and respond to questions about ideas and beliefs about God.

GD - Many in Yr1: I can ask and respond to questions about Bible stories about God.

Week 4;

What can we find out about Buddhism from the story of Siddhartha and the Swan?

Most in Year 2: I can express my own ideas about the story and its characters.

Week 5;

What can we find out about Buddhism from quotations from Buddhist texts?

Most in Year 2: I can express my own ideas about quotations from Buddhist texts.

GD - Many in Year 2: I can ask and respond to questions about quotations from Buddhist texts suggesting my own meanings.

Week 6;

What book of stories do Christians love to remember? Why?

Most in Yr 2: I can express ideas about some key themes in Bible stories and say what a Christian might do.

-Children can talk about the work of local religious people  
-Children are able to explain that religious commitment is part of many people's lives  
-Children appreciate that helpfulness can be an unselfish motivation

Week 7;  
Why did Jesus tell a parable about building houses?  
Most in Year 1: can recall the parable and talk about what it might mean.  
GD - Many in Year 1: I can ask and respond to questions about thinking carefully before making decisions and choosing things.

Week 8;  
Why did Jesus tell a parable about lost sheep?  
Most in Year 1: I can recall and name the key concepts in the story.  
GD - Many in Year 1: I can ask and respond to questions about meanings in the story.  
GD - Many in Year 1: I can ask and respond to questions about the idea that God might be like a shepherd.

Week 9;  
What is similar and what is different in the sacred books and holy stories we have learned about?  
Most in Year 1: I can recall and name religious stories.  
Most in Year 1: I can ask and respond to questions about my favourite story and characters.  
Most in Year 1: I can ask and respond to questions about what I like about each story.  
GD - Many in Year 1: I can express my own ideas about a meaning for one of the stories.

Week 7;  
Why did Jesus tell a parable about building houses?  
Most in Year 2: I can express my own ideas about the parable and about the wisdom of listening to advice and thinking hard before deciding.

Week 8;  
Why did Jesus tell a parable about lost sheep?  
Most in Year 2: I can express my own ideas about the lost sheep and other things being lost – like people for example.

Week 9;  
What is similar and what is different in the sacred books and holy stories we have learned about?  
Most in Year 2: I can express my own ideas and opinions about stories.

	<p>Week 10;  What is similar and what is different in the sacred books and holy stories we have learned about?  Most in Year 1: I can recall and name religious stories.  Most in Year 1: I can ask and respond to questions about my favourite story and characters.  Most in Year 1: I can ask and respond to questions about what I like about each story.  GD - Many in Year 1: I can express my own ideas about a meaning for one of the stories.</p> <p>Week 11;  What have we learned about holy books and stories in this unit of RE?  Most in Year 1: I can ask and respond to questions about the topic of 'Holy Books'.  Most in Year 1: I can recall outlines of the stories.  GD - Many in Year 1: I can find out about stories and suggest meanings.  GD - Many in Year 1: I can express my own ideas about life's most important words and about holy writings.</p> <p>Week 12;  Assessment of the unit</p>	<p>Week 10;  What is similar and what is different in the sacred books and holy stories we have learned about?  Most in Year 2: I can express my own ideas and opinions about stories.</p> <p>Week 11;  What have we learned about holy books and stories in this unit of RE?  Most in Year 2: I can find out about stories and suggest meanings.  Most in Year 2: I can express my own ideas about life's most important words and about holy writings.</p> <p>Week 12;  Assessment of the unit</p>
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By the end of this KS1 unit;

<p>Most pupils in Y1 will be able to:</p>	<ul style="list-style-type: none"> <li>• Recall and name the holy books of Christians, Muslims, or Sikhs</li> <li>• Find out why a particular book maybe special to a religion.</li> <li>• Ask and respond to questions about what God might mean to many Christians, Muslims or Sikhs and their own understanding about God. Ask questions such as: I wonder what you think about God? Where is God? What is God like? Can anyone see God?</li> <li>• Ask and respond to questions about stories which Hindus or Buddhist tell</li> </ul>
<p>Most pupils in Y2 will be able to:</p>	<ul style="list-style-type: none"> <li>• Recall and name a story from a religion they are learning about</li> <li>• Recall a story behind a religious idea, e.g. that the Qur'an was revealed to the Prophet Muhammad (PBUH), that the story of Christmas is in the Christian Bible, that Divali is a story shared by Hindus and Sikhs.</li> <li>• Find out about the meaning of how a holy book is treated –wrapped and kept off the floor showing respect, some are read daily for comfort or help.</li> <li>• Ask and respond to questions about a religious idea.</li> </ul>
<p>Some pupils in Y2 might be able to:</p>	<ul style="list-style-type: none"> <li>• Express their ideas about religious stories and their message for believers.</li> <li>• Find out about some symbols that show respect in different religions.</li> <li>• Express their ideas and opinions about the concepts of 'sacred, holy and special' to describe the place of holy books and stories in different religions</li> </ul>

Summer term 2024

Reception	Year 1	Year 2
<p>Weeks 1 to 3; How and why are weddings celebrated?</p> <ul style="list-style-type: none"> <li>-Children understand that a wedding is usually a special event and a celebration &amp; that it can take place in a variety of places including places of worship</li> <li>-Children use appropriate vocabulary to identify what is happening at a wedding</li> <li>-Children can reflect on and discuss a range of feelings associated with a wedding.</li> <li>-Children can use the knowledge acquired in a role play</li> <li>-Children develop their understanding of the importance of promises</li> <li>- Children identify similarities and differences among people, families, communities and traditions</li> <li>-Children are able to recognise that wonderful things can happen with miracles</li> </ul> <p>Weeks 4 to 6; How is light used in celebrations?</p> <ul style="list-style-type: none"> <li>-Children can recount their birthday experiences</li> <li>-Children can recognise the main characters in the Christmas story and know that the story is found in the Bible</li> <li>-Children can talk about how Christmas is celebrated in a church and in some homes</li> <li>-Children can recognise the simple symbols associated with Christmas – candles, star, Advent crown</li> <li>-Children understand that candles and light are important to people from a</li> </ul>	<p>Who is Jesus? Why do some people think Jesus is inspiring?</p> <p>Week 1; What is an inspiring person? Most in Y1: I can ask and respond to questions about examples of heroes.</p> <p>Week 2; Who was Jesus? Most in Y1: I can ask and respond to questions about my own ideas and beliefs about Jesus.</p> <p>Week 3; When Jesus wanted to feed a crowd, what happened to a boy's packed lunch? Most in Y1; I can ask and respond to questions: Who is kind in the story? What is a miracle?</p> <p>Week4; How did a 'meany' turn into a generous man? Most in Y1: I can recall and name a key feature from the story. Most in Y1: I can recall the outline of the story.</p>	<p>Who is Jesus? Why do some people think Jesus is inspiring?</p> <p>Week 1; Who is an inspiring person? Most in Y2: I can express my own ideas about heroes and inspiring people and choose inspiring people of my own. GD - Some in Y2: I can express my own ideas about inspiring people in different settings.</p> <p>Week 2; How might a Bible story show Jesus is inspiring? Most in Y2: I can find out about Jesus from Bible stories. GD - Some in Y2: I can express my own ideas and opinions about themes in the stories about Jesus and say what a Christian might do.</p> <p>Week3; When Jesus wanted to feed a crowd, what happened to a boy's packed lunch? Most in Y2: I can recall the story of feeding 5000, one of Jesus' miracles. GD - Some in Y2: I express my own ideas about the story and the way Jesus inspired people.</p> <p>Week 4; Is it inspiring to help someone be generous? Most in Y2: I can ask and respond to questions about the story of Zacchaeus. GD - Some in Y2: I can express my ideas about the story and my own life. GD - Some in Y2: I can express my own ideas and opinions about the values of fairness and generosity.</p>

<p>range of faiths e.g. Hanukkah menorah or Divali diva.</p> <p>Weeks 7 to 9; What are special clothes? - Children recognise that special clothes can be worn for occasions significant -Children understand and demonstrate empathy through role play and contributions to discussion -Children are able to recall similarities and differences between the clothes worn in church and in other holy places. -Children are able to identify special occasions when special clothes are worn -Children are able to use key words appropriately.</p> <p>Weeks 10 to 12; How do we feel on a journey? -Children exhibit awe and wonder, anticipation, excitement and can talk about their own experience and the connected feelings -Children are able to note similarities and differences between their experiences and that of other children -Children can show empathy with other people involved in journeys -Children can predict, sequence, and describe the events in the story of the child Jesus at the Temple and other Bible stories.</p>	<p>Week 5; How and why do Christians pray? Most in Y1: I can recall how some Christian people pray.</p> <p>Week 6; What is the Lord's Prayer? Most in Y1: I can recall the Lord's Prayer as a special prayer for Christians.</p> <p>Week 7; What images could go in a book or a PowerPoint about the Lord's Prayer? Most in Y1: I can ask and respond to questions about the meaning of parts of Jesus' prayer.</p> <p>Week 8; What happened when Jesus went to a wedding? Most in Y1: I can ask and respond to questions about my own experience of a wedding.</p>	<p>Week 5; Do some people find inspiration and power through praying? Most in Y2: I can ask and respond to questions about praying and meditating. GD - Some in Y2: I can express my own ideas about some different kinds or purposes of prayer.</p> <p>Week 6; Did Jesus inspire people by teaching them to pray? Most in Y2: I can express my ideas about the Christian idea that praying can be powerful by giving an example. Forensic image of Jesus.</p> <p>Week 7; What images could go in a book or a PowerPoint about the Lord's Prayer? Most in Y2: I can express my ideas about matching music and images to some phrases in the Lord's Prayer. Most in Y2: I can give examples and express ideas about the Christian belief that praying is powerful. Most in Y2: I can ask and respond to questions about the meaning of the prayer.</p> <p>Week 8; What happened when Jesus went to a wedding? Did Jesus inspire people by this miracle? Most in Y2: I can express my own ideas about the story of the wedding at Cana and what it might mean.</p>
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	<p>Week 9; What happens at a wedding in Church today? Most in Y1: I can recall and name different types of wedding ceremonies.</p> <p>Week 10; What did Jesus so do with his powers? Most in Y1: I can recall that Christians believe Jesus used his power to help people.</p> <p>Week 11; What are my powers? Most in Y1: I can recall ways in which Christians pray.</p> <p>Week 12; Assessment of the unit</p>	<p>Week 9; Why is Jesus' story at a wedding still often told? Most in Y2: I can find out some key features of wedding celebrations. Most in Y2: I can ask and respond to questions about what is really important at a wedding. Most in Y2: I can express my own ideas about the story of Jesus at the wedding in Cana and why it might be read at Christian weddings.</p> <p>Week 10; Was Jesus' kindness inspiring? Most in Y2: I can express my own ideas about Jesus using his power to help others.</p> <p>Week 11; What are my ideas about prayer? Most in Y2: I can respond to questions about changing. GD - Some in Y2: I can express my own ideas about praying and power, or between personal choices to help others and power.</p> <p>Week 12; Assessment of the unit</p>
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By the end of this KS1 unit;

Most pupils in Y1 will be able to:	<ul style="list-style-type: none"><li>• Identify some ways Jesus is inspiring to some people.</li><li>• Talk about why a book is special to them.</li><li>• Talk about praying, asking simple questions</li><li>▪ Remember some stories they have enjoyed.</li></ul>
Most pupils in Y2 will be able to:	<ul style="list-style-type: none"><li>▪ Use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus' life and teachings.</li><li>▪ Show awareness of how different people might describe Jesus.</li><li>▪ Retell some stories Jesus told and some stories of what he did.</li><li>▪ Identify how Jesus has been represented in different ways.</li><li>▪ Suggest a meaning from a story of Jesus or a symbol of Jesus.</li><li>▪ Respond sensitively to questions about the importance Jesus might have for themselves and for others.</li></ul>
Some high achieving pupils in Y2 can be challenged to:	<ul style="list-style-type: none"><li>▪ Use a developing religious vocabulary, such as the Lord's Prayer or forgiveness to describe key aspects of Jesus' life and teachings.</li><li>▪ Begin to identify the impact that believing in Jesus might have on a Christian.</li><li>▪ Describe some ways in which Jesus has been represented in art or music.</li><li>▪ Make links between Christian beliefs and stories about Jesus in the Bible.</li><li>▪ Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.</li></ul>