



The Trinity
CE Primary Academy

Religion: Christianity

Concept: Salvation

RE Progression



7. SALVATION

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.



RE Progression

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>I can remember how the traveller in the Good Samaritan story was saved or rescued.</p> <p>I can recognise some images of a Christian praying and identify this as part of their religion.</p> <p>I can recognise the Christian parable of the Good Samaritan e.g. in a painting, poem, drama, stained glass.</p> <p>I can talk about things that happened when I needed help, or how I helped someone.</p> <p>I can talk about something interesting in a story where someone needed help.</p> <p>I can talk about someone who is special because they help me when I need help.</p>	<p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>I can yell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>I can recognise that Jesus gives instructions about how to behave.</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>I can remember the Annunciation story and know who it is special to.</p> <p>I can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas.</p>	<p>I can recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>I can tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>I can think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>I can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p>I can describe what Christians might learn</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>I can suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>I can show how Christians put their beliefs into practice.</p> <p>I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>I can make links that show how a Christian's belief in 'giving thanks to</p>	<p>I can explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>I can taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</p> <p>I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</p> <p>I can weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p> <p>I can explain some Christian teaching about resurrection, saying why resurrection makes a</p>



RE Progression

	<p>can suggest how a Christian shows which figures are important in a nativity set.</p> <p>I can talk about things that happen in my family or my class when we have needed help.</p> <p>I can ask why stories are told and what I learn from them, including the Nativity.</p> <p>can talk about what really helps me when I am in trouble e.g. lonely, and why.</p> <p>I can describe some ways Christians count time in Advent, at home and at church, and why they do this.</p> <p>I can talk about how stories often have a meaning, and about questions the nativity story makes me ask</p>			<p>from the story of Zacchaeus about how people need 'saving' I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different.</p> <p>I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards.</p> <p>I can compare some things (or people) that influence me with who influences other people, including a practising Christian.</p> <p>I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect.</p> <p>I can talk about who or what my friends or family would think it was important to help & ask respectfully why.</p>	<p>God' in prayer and worship follows the Bible's teaching</p> <p>I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most.</p> <p>I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why.</p> <p>I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians.</p> <p>I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer.</p> <p>can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'</p>	<p>difference to their lives and linking their ideas to different Bible passages.</p> <p>I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians.</p> <p>can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey.</p> <p>I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas.</p> <p>I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers.</p> <p>I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have</p>
--	---	--	--	---	--	---



The Trinity
CE Primary Academy

RE Progression