



# Pilgrim Progress - RE



## Year 4

### Creation

I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. (T)

I can make clear links between Geneses 1 and what Christians believe about God and Creation. (T)

I can describe what Christians do because they believe God is Creator. (I)

I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. (C)

Review      Teach      Practise      Apply


### Incarnation

I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. (T)

I can offer suggestions for what texts about God might mean. (T)

I can give examples of what the texts studied mean to some Christians. (T)

I can describe how Christians show their beliefs about God the Trinity in the way they live. (I)

I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of my own clearly. (C)


### Gospel

I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. (T)

I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. (T)

I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian. (T)


I can make simple links between Bible texts and the concept of 'Gospel' (good news). (I)

I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. (I)

I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. (C)


## Salvation

I can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. (T)

I can give examples of what the texts studied mean to some Christians. (T)

I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. (T)

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. (I)

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 I think and live. (C)


## Hinduism

I can describe puja and how it shows Hindu faith.

I can make connections with some Hindu beliefs and teachings about aims and duties in life.

I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.

I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.

I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

I can describe how the life of Gandhi shows Hindu beliefs in action.


## Hinduism

I know and understand how and why Hindu people worship at home and in a mandir.

I know and understand how and why Hindu people celebrate Diwali, Holi and Raksha Bandan.

I can explain why families are important for Hindu people.

I can express my own ideas about worship, celebrations and families.
