

Religious Education – Long term, Whole School Planning 2024 – 2025

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 2024		
Reception	Year 1	Year 2
<p>Weeks 1 to 3; What feelings can we talk about?</p> <ul style="list-style-type: none"> -Children show curiosity about feelings -Children can reflect on and talk about their own feelings - what makes them happy, sad, angry, frightened etc and what can help -When looking at photos children use words appropriately to describe faces ;happy, sad, angry etc -Children can begin to recognise and understand other people's feelings -Children begin to understand the value of prayer -Children can describe how Jesus helped his friends and retell the story of Jesus Calming the Storm -Children will understand that you can feel more than one emotion at a time e.g. sad and angry -Children will begin to understand the difference between a question & a statement <p>Weeks 4 to 6; Why do we have Harvest Festivals?</p> <ul style="list-style-type: none"> - Children use a range of words to talk about harvest - Children communicate their ideas about harvest using pictures - Children talk about how and why some people say thank you to God for the harvest by holding a harvest festival 	<p>What does it mean to belong?</p> <p>Week 1; What does it mean to belong to a family?</p> <p>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.</p> <p>GD - Many in Y1: I can connect the idea of belonging with a symbol or a sign.</p> <p>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?</p> <p>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?</p> <p>Most in Y1: I can recall and name Muslim customs and practices.</p> <p>Week4; When, what and why might Muslims shout?</p> <p>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?</p> <p>Many in Y2: I can recall and name meanings for different symbols.</p> <p>Week 2; Who am I?</p> <p>Most in Y2; I express my own ideas and opinions about the meanings to the jigsaws of other people's lives</p> <p>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?</p> <p>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?</p> <p>Most in Y2: I can recall and name religious words and ideas about the Muslim call to prayer.</p> <p>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">• Recall and name places where people from two religions feel they belong• Recall stories that people share at a religious festival• Ask and respond to questions about what communities do and why• Find out about similarities in belonging to two different religions• Find out about belonging to a religion from a book, a video, a story or some religious artefacts
Most pupils in Year 2 will be able to:	<ul style="list-style-type: none">• Recall and name a story from a festival in two different religions• Make connections between the meanings of symbols of belonging in two religions• Ask and respond to questions about how different aspects of life (clothes, food, celebrations, stories) might show that people belong to a religion• Express their own ideas and opinions about how doing things together can give feelings of love, sharing or community
Some pupils in Year 2 might be able to:	<ul style="list-style-type: none">• Find out about symbols that show respect and belonging in different religions• Recall and name 'sacred, holy or special' to describe the place of symbols of belonging in different religions• Make connections between their own 'special objects' and some religious artefacts that might show belonging to a faith community.

Spring term 2025		
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"> -Children can describe someone they have met and are aware of what they do for them -Children know that Jesus chose 12 disciples to be his helpers and followers -Children can talk about the feelings of the disciples -Children can talk about why they think Jesus liked and valued children -Children retell the story of Zacchaeus through drama and role play -Children give some reasons why Jesus chose Zacchaeus -Children explain in simple terms how Jesus' friendship affected Zacchaeus -Children can explain the concept of 'friend', the qualities that make someone a friend and what being a friend means to them -Children explain in simple terms that true friendship is about behaviour and feelings, eg being kind -Children identify what they have learned about the different friends of Jesus <p>Weeks 4 to 6; How can we use our hands?</p> <ul style="list-style-type: none"> -Children understand that they are unique -Children understand that they can communicate and express their feelings through their hands -Children reflect on the way they can use their hands to benefit other people 	<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>

<p>-Children know something of the way Jesus used his hands to help people</p> <p>-Children join in the greeting and washing of feet, and can talk about why they are doing it</p> <p>-Children are aware that hands can hurt and help</p> <p>-Children can explain how hands were important in the Easter story</p> <p>Weeks 7 to 9; Why do we talk about New Life at Easter?</p> <p>-Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans sprouting.</p> <p>-Children reflect on feelings related to new life</p> <p>-Children use movement and expression to explore and describe new life</p> <p>-Children can talk about the difference between sad times and happy times</p> <p>-Children are able to role play or use puppets to retell a story</p> <p>-Children are able to recognise Easter as the most important event in the Christian calendar</p> <p>-Children recognise and develop an understanding of Christian symbols</p> <p>-Children are aware that Easter is a time of sadness and celebration for Christians</p> <p>Weeks 10 to 12; Who helps us? Who can we help?</p> <p>-Children can reflect on caring and on helping others</p> <p>-Children can explain who may be a source of help in everyday life and in times of difficulty</p>	<p>GD - Many in Y1: I can ask and respond to questions about the idea that we sometimes need to change our minds.</p> <p>Week 4; How and why do Muslims use the Qur'an?</p> <p>Most in Year 1: I can find out about who or what guides Muslims in their lives.</p> <p>Most in Year 1: can identify some things that are important to Muslims.</p> <p>Most in Year 1: I can find out about the revelation of the Qur'an to Muhammad [PBUH].</p> <p>GD - Many in Year 1: I can recall the key Muslim belief that there is no other God but Allah.</p> <p>Week 5; What can we find out about Buddhism from the story of Siddhartha and the Swan?</p> <p>Most in Year 1: I can recall a story that is special to Buddhists.</p> <p>Most in Year 1: I can find out about the Buddha and a story about him.</p> <p>GD - Many in Year 1: can ask and respond to questions about the story, suggesting a meaning.</p> <p>Week 6; What book of stories do Christians love to remember? Why?</p> <p>Most in Yr1: I can ask and respond to questions about ideas and beliefs about God.</p> <p>GD - Many in Yr1: I can ask and respond to questions about Bible stories about God.</p>	<p>Week 4; What can we find out about Buddhism from the story of Siddhartha and the Swan?</p> <p>Most in Year 2: I can express my own ideas about the story and its characters.</p> <p>Week 5; What can we find out about Buddhism from quotations from Buddhist texts?</p> <p>Most in Year 2: I can express my own ideas about quotations from Buddhist texts.</p> <p>GD - Many in Year 2: I can ask and respond to questions about quotations from Buddhist texts suggesting my own meanings.</p> <p>Week 6; What book of stories do Christians love to remember? Why?</p> <p>Most in Yr 2: I can express ideas about some key themes in Bible stories and say what a Christian might do.</p>
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<p>-Children can talk about the work of local religious people</p> <p>-Children are able to explain that religious commitment is part of many people's lives</p> <p>-Children appreciate that helpfulness can be unselfish motivation</p>	<p>Week 7; Why did Jesus tell a parable about building houses?</p> <p>Most in Year 1: can recall the parable and talk about what it might mean.</p> <p>GD - Many in Year 1: I can ask and respond to questions about thinking carefully before making decisions and choosing things.</p> <p>Week 8; Why did Jesus tell a parable about lost sheep?</p> <p>Most in Year 1: I can recall and name the key concepts in the story.</p> <p>GD - Many in Year 1: I can ask and respond to questions about meanings in the story.</p> <p>GD - Many in Year 1: I can ask and respond to questions about the idea that God might be like a shepherd.</p> <p>Week 9; What is similar and what is different in the sacred books and holy stories we have learned about?</p> <p>Most in Year 1: I can recall and name religious stories.</p> <p>Most in Year 1: I can ask and respond to questions about my favourite story and characters.</p> <p>Most in Year 1: I can ask and respond to questions about what I like about each story.</p> <p>GD - Many in Year 1: I can express my own ideas about a meaning for one of the stories.</p>	<p>Week 7; Why did Jesus tell a parable about building houses?</p> <p>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.</p> <p>Week 8; Why did Jesus tell a parable about lost sheep?</p> <p>Most in Year 2: I can express my own ideas about the lost sheep and other things being lost – like people for example.</p> <p>Week 9; What is similar and what is different in the sacred books and holy stories we have learned about?</p> <p>Most in Year 2: I can express my own ideas and opinions about stories.</p>
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	<p>Week 10; What is similar and what is different in the sacred books and holy stories we have learned about?</p> <p>Most in Year 1: I can recall and name religious stories.</p> <p>Most in Year 1: I can ask and respond to questions about my favourite story and characters.</p> <p>Most in Year 1: I can ask and respond to questions about what I like about each story.</p> <p>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?</p> <p>Most in Year 1: I can ask and respond to questions about the topic of 'Holy Books'.</p> <p>Most in Year 1: I can recall outlines of the stories.</p> <p>GD - Many in Year 1: I can find out about stories and suggest meanings.</p> <p>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?</p> <p>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?</p> <p>Most in Year 2: I can find out about stories and suggest meanings.</p> <p>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;

Most pupils in Y1 will be able to:	<ul style="list-style-type: none">• Recall and name the holy books of Christians, Muslims, or Sikhs• Find out why a particular book maybe special to a religion.• 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?• Ask and respond to questions about stories which Hindus or Buddhist tell
Most pupils in Y2 will be able to:	<ul style="list-style-type: none">• Recall and name a story from a religion they are learning about• 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.• 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.• Ask and respond to questions about a religious idea.
Some pupils in Y2 might be able to:	<ul style="list-style-type: none">• Express their ideas about religious stories and their message for believers.• Find out about some symbols that show respect in different religions.• 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

Summer term 2025

Reception	Year 1	Year 2
<p>Weeks 1 to 3; How and why are weddings celebrated?</p> <ul style="list-style-type: none"> -Children understand that a wedding is usually a special event and a celebration & that it can take place in a variety of places including places of worship -Children use appropriate vocabulary to identify what is happening at a wedding -Children can reflect on and discuss a range of feelings associated with a wedding. -Children can use the knowledge acquired in a role play -Children develop their understanding of the importance of promises - Children identify similarities and differences among people, families, communities and traditions -Children are able to recognise that wonderful things can happen with miracles <p>Weeks 4 to 6; How is light used in celebrations?</p> <ul style="list-style-type: none"> -Children can recount their birthday experiences -Children can recognise the main characters in the Christmas story and know that the story is found in the Bible -Children can talk about how Christmas is celebrated in a church and in some homes -Children can recognise the simple symbols associated with Christmas – candles, star, Advent crown -Children understand that candles and light are important to people from a 	<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 'mean' 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">• Identify some ways Jesus is inspiring to some people.• Talk about why a book is special to them.• Talk about praying, asking simple questions▪ Remember some stories they have enjoyed.
Most pupils in Y2 will be able to:	<ul style="list-style-type: none">▪ Use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus' life and teachings.▪ Show awareness of how different people might describe Jesus.▪ Retell some stories Jesus told and some stories of what he did.▪ Identify how Jesus has been represented in different ways.▪ Suggest a meaning from a story of Jesus or a symbol of Jesus.▪ Respond sensitively to questions about the importance Jesus might have for themselves and for others.
Some high achieving pupils in Y2 can be challenged to:	<ul style="list-style-type: none">▪ Use a developing religious vocabulary, such as the Lord's Prayer or forgiveness to describe key aspects of Jesus' life and teachings.▪ Begin to identify the impact that believing in Jesus might have on a Christian.▪ Describe some ways in which Jesus has been represented in art or music.▪ Make links between Christian beliefs and stories about Jesus in the Bible.▪ Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.