



## Progression of Skills in RE Whole School Overview

	KS1	LKS2	UKS2
<b>Beliefs and teachings (from various religions)</b>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the main beliefs of a religion;</li> <li>b describe the main festivals of a religion.</li> </ul>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the key teachings and beliefs of a religion;</li> <li>b begin to compare the main festivals of world religions;</li> <li>c refer to religious figures and holy books.</li> </ul>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise and explain how some teachings and beliefs are shared between religions;</li> <li>b explain how religious beliefs can shape the lives of individuals and contribute to society.</li> </ul>
<b>Rituals, ceremonies and lifestyles (from various religions)</b>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise, name and describe religious artefacts, places and practices;</li> <li>b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> <li>c observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify religious artefacts and how they are involved in daily practices and rituals;</li> <li>b describe religious buildings and how they are used;</li> <li>c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain practices and lifestyles associated with belonging to a faith;</li> <li>b explain practices and lifestyles associated with belonging to a non-religious community;</li> <li>c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</li> <li>d show an understanding of the role of a spiritual leader.</li> </ul>

<b>How beliefs are expressed</b>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name religious symbols and the meaning of them;</li> <li>b learn the name of important religious stories;</li> <li>c retell religious stories and suggest meanings in the story.</li> </ul>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a begin to identify religious symbolism in different forms of art and communication;</li> <li>b looking at holy texts and stories, explain meaning in a story;</li> <li>c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</li> </ul>	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explore religious symbolism in literature and the arts;</li> <li>b explain some of the different ways individuals show their beliefs;</li> <li>c share their opinion or express their own belief with respect and tolerance for others.</li> </ul>
----------------------------------	--	---	--

### Understanding Christianity Knowledge Grid

Understanding Christianity Knowledge Grid				
	EYFS	KSI	Lower KS2	Upper KS2
<b>God</b>		<p>Christians believe in God, and that they find out about God in the Bible.</p> <ul style="list-style-type: none"> <li>• Christians believe God is loving, kind, fair, and Lord and King; and there are some stories that show this.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul>	<p>See Incarnation.</p>	<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</li> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Creation</b></p>	<ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	<ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> <li>• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>	<ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>• There are many scientists through history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>People of God</b></p>			<ul style="list-style-type: none"> <li>• The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.</li> <li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>• They believe he promises to stay with them, and Bible stories show how God keeps his promises.</li> <li>• The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</li> <li>• Christians believe that, through Jesus, all people can become the People of God.</li> </ul>	<p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <ul style="list-style-type: none"> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</li> </ul>

<b>Incarnation</b>	<ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed 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).</li> <li>• Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• 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.</li> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (see Salvation).</li> </ul>
<b>Gospel</b>		<ul style="list-style-type: none"> <li>• Christians believe Jesus brings good news for all people.</li> <li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and friendless.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</li> <li>• Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</li> <li>• Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li> <li>• Christians try to be like Jesus – they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <ul style="list-style-type: none"> <li>• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>• Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God).</li> <li>• Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul>

<p style="text-align: center;"><b>Salvation</b></p>	<ul style="list-style-type: none"> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> <li>• Christians remember Jesus' last week at Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• The New Testament says that Jesus' death was somehow 'for us'.</li> <li>• Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</li> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven).</li> <li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>
---	---	--	---	---

Kingdom of God			<ul style="list-style-type: none"> <li>• Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</li> <li>• Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God.</li> <li>• Christians celebrate Pentecost as the beginning of the Church.</li> <li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul>
----------------	--	--	---	---

**Understanding Christianity Vocabulary Grid**

	EYFS	KS1	Lower KS2	Upper KS2
God				
Creation	Me, myself, family, same, different, God, Jesus, special create creation, creator and creative, Harvest; festival, sharing, earth, church	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, light, waters, land sea, sun, moon, birds, fish, animals and humans, rest	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The Bible, Genesis, temptation, punishment, disobedient, blame, belief,	God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, proof, fact Evidence belief, Cosmology heaven, experience faith, fundamentalism, doubt ultimate, question, philosopher, experience, illusion, truth, reason

			commandments, rules, reconciliation, penance, forgiveness, sin	
<b>People of God</b>				
<b>Incarnation</b>	Christmas; Good News; Jesus; Mary; Joseph; Announce (annunciation); God	Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God,	Trinity, Father, Son, Holy Spirit, Gospel, Baptism, Christians, worship, prayer	Trinity, Father, Son, Holy Spirit, Birth, life, death, resurrection, Christians, Worship, Saviour, Incarnation Messiah
<b>Gospel</b>				
<b>Salvation</b>				
<b>Kingdom of God</b>				

RE Skills Progress and Links to Understanding Christianity Grid	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Investigation (Enquiry)</b>	<ul style="list-style-type: none"> <li>• Use their skills to identify (e.g. in relation to objects, pictures, buildings).</li> <li>• Listen to stories and communicate about what they mean.</li> <li>• Listen to visitors/on visits, ask relevant questions and respond sensitively.</li> <li>• Use books, videos and ICT to find out about aspects of the programme of study.</li> <li>• Investigate aspects of the programme of study (e.g. festivals, ceremonies, worship) through close attention to tangible aspects.</li> <li>• Share beliefs, values and questions with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their skills of observation to compare, contrast and interpret (e.g. places, practices, symbols).</li> <li>• Show an understanding to a range of primary sources (e.g. stories and extracts from sacred texts, devotional art, religious artefacts, representatives from faith communities).</li> <li>• Investigate/respond to a range of secondary sources (e.g. information books, articles, pictures, film and web-based resources).</li> <li>• Begin to organise their thoughts or questions. Present the results clearly and appropriately in the given context.</li> <li>• Suggest important answers questions about life and the world arising from the material studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways of finding out about religion/belief.</li> <li>• Identify ways in which enquiry into religion/belief is similar to or different from other forms of enquiry (e.g. history or science).</li> <li>• Organise and analyse material.</li> <li>• Construct moral and philosophical arguments using appropriate reasoning.</li> <li>• Identify some of the 'big questions' raised by human experience and begin to compare and contrast answers from different perspectives.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Respond to quiet and stillness.</li> <li>• Reflect carefully their own and others' experience.</li> <li>• Develop in thought, feeling and imagination by literature and the expressive arts.</li> <li>• Develop their thoughts, feelings and opinions in the light of their work in RE.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to quiet and stillness with increasing awareness of why times of quiet are important for people.</li> <li>• Reflect carefully their own and others' experience, showing increasing ability to listen to others with sensitivity and empathy.</li> <li>• Show awareness and understanding of thought, feeling and imagination by literature and the expressive arts.</li> <li>• Modify their thoughts, feelings and opinions in the light of their work in RE.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and respond to a range of opportunities for reflecting on spiritual and moral issues.</li> <li>• Give a personal response or opinion with increasing confidence.</li> <li>• Show awareness of different perspectives and a readiness to modify/develop their ideas.</li> <li>• Interpret in thought, feeling and imagination by literature and the expressive arts.</li> <li>• Respond appropriately emotion and reason.</li> <li>• Identify ambiguity or uncertainty, explaining their reasons.</li> <li>• Begin to understand and do 'philosophy' as a means of pursuing truth and understanding.</li> </ul>

<p><b>Empathy</b></p>	<ul style="list-style-type: none"> <li>• Express their own feelings.</li> <li>• Share their experiences with others.</li> <li>• Listen to other pupils' beliefs and values and respond sensitively.</li> </ul>	<ul style="list-style-type: none"> <li>• Express consideration of others views.</li> <li>• Imagine what others feel in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of feelings associated with different situations.</li> <li>• Contrast their own reactions with those of others.</li> </ul>
<p><b>Application/Synthesis</b></p> <p><b>UC- 'Understanding the Impact'</b></p>	<ul style="list-style-type: none"> <li>• Talk about the 'message' of stories and teachings for their own lives.</li> <li>• Identify the difference that religious beliefs and practices make to people's lives, including their own.</li> <li>• Make simple links between their own experience and concepts in RE, or vice versa (e.g. they apply their own experience of celebration to religious celebration; they apply the fact that people wear special clothing associated with their faith to their own experience of clothing worn for special reasons).</li> <li>• Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</li> <li>• Give at least three examples of how Christians put their beliefs into practice in church worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply themes, issues and teachings in RE to their own and others' experiences, attitudes and behaviour.</li> <li>• Identify the impact of religious beliefs and practices on the lives of individuals and groups.</li> <li>• Make links between the 'big questions' of life and the questions addressed/explored by religions.</li> <li>• Make links between different areas of learning in RE so that their understanding of key concepts is developed (e.g. they gain understanding of 'worship' or 'ritual' by applying knowledge and understanding gained in one context to another).</li> <li>• Make simple links between different areas of learning in RE (e.g. they apply what they know about Christian beliefs to a Christian place of worship, or the meaning of light in one context to the symbol of light in another).</li> <li>• Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</li> <li>• Describe how Christians show their beliefs in worship and in the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their understanding of religious and philosophical beliefs.</li> <li>• Teachings and practices to a range of ultimate questions and ethical issues, including to their own viewpoint.</li> <li>• Identify the impact of faith/belief on individuals, societies, cultures and events.</li> <li>• Identify personal costs, challenges and tensions of adhering to faith in the contemporary world.</li> <li>• Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.</li> <li>• Show how Christians put their beliefs into practice in different ways, for example in different denominations.</li> </ul>

<p><b>Expression/Communication</b></p>	<ul style="list-style-type: none"> <li>• Talk about their own thoughts, feelings, beliefs and values and allow others the right to express themselves.</li> <li>• Express their ideas in non-verbal ways, such as art &amp; design, music and dance, drama and role play.</li> <li>• Respond to varied forms of expression used by others, including those found in religion (e.g. objects, dress, gesture).</li> <li>• Recognise that particular forms of spoken language are often used in religion (e.g. prayers, chants).</li> <li>• Talk about the ‘meaning’ of stories.</li> <li>• Recognise when appropriate language and behaviour is called for in special places or situations (e.g. inside a sacred building, in a ceremony or act of worship).</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between their own thoughts, feelings, beliefs and values and those of others.</li> <li>• Begin to distinguish between potentially confrontational modes of expression and ‘dialogue’, and understand the need for dialogue between people of different faiths/beliefs or different traditions within the same faith.</li> <li>• Begin to compare and contrast distinctive forms of expression (verbal and non-verbal) that are characteristic of different traditions, with some demonstration of an understanding of the reasons.</li> <li>• Become increasingly adept at interpreting meaning in a range of expressions (e.g. stories and other literature, art &amp; design, ritual, music, dance and drama) including self-expression through creative means.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own thoughts, feelings, beliefs and values and raise questions on important issues with reason, justification and sensitivity.</li> <li>• Pursue philosophical questions in a sustained way (e.g. as a reasoned argument or in a ‘community of enquiry’).</li> <li>• Enter into dialogue with others and recognise the importance of interfaith dialogue in today’s world.</li> <li>• Identify some of the different features that make up the ‘language’ of religion (e.g. myth, ritual, symbol, liturgy, and the arts).</li> <li>• Interpret texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.</li> </ul>
<p><b>Interpretation/Discernment</b></p> <p><b>UC – ‘Making Sense of the Text’</b></p>	<ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious life and practice.</li> <li>• Recall stories from different faith/ beliefs traditions.</li> <li>• Talk about what information could be used.</li> <li>• Identify how religion is expressed in different ways.</li> </ul> <p>• Recognise that God, Creation, Incarnation and Salvation are part of a ‘big story’ of the Bible.</p> <ul style="list-style-type: none"> <li>• Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus’ life, and instructions about how to behave.</li> <li>• Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</li> <li>• Give clear, simple accounts of what the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the similarities and differences in the way the information is gathered and expressed.</li> <li>• Ask important questions about religions and beliefs.</li> <li>• Make links between their own attitudes and behaviours and those of different religions/beliefs.</li> <li>• Use a developing range of religious vocabulary.</li> <li>• Show understanding of the sources /texts used by religions.</li> </ul> <p>• Order at least five key concepts within a timeline of the Bible’s ‘big story’.</p> <ul style="list-style-type: none"> <li>• List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter.</li> <li>• Make clear links between biblical texts and the key concepts studied.</li> <li>• Offer suggestions about what texts might mean and give examples of what the texts</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest meanings from a variety of sources of religious, moral and spiritual expression.</li> <li>• Interpret sources and arguments that are used in different ways by different traditions.</li> <li>• Interpret significance of different forms of religions, spiritual and moral expression.</li> </ul> <p>• Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the core concepts studied.</p> <ul style="list-style-type: none"> <li>• Identify at least five different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and the key concepts studied, using theological terms.</li> <li>• Taking account of the context(s), suggest meanings for biblical texts studied and compare their ideas with ways in which</li> </ul>

	<p>texts mean to Christians.</p>	<p>studied mean to some Christians.</p>	<p>Christians interpret biblical texts, showing awareness of different interpretations.</p>
<p><b>Evaluation/Analysis</b></p> <p><b>UC – ‘Making Connections’</b></p>	<ul style="list-style-type: none"> <li>• Weigh up the worth or relevance of qualities, attitudes, behaviour, values and opinions, including their own.</li> <li>• Recognise what is deeply important to themselves and others, or has impact on their lives.</li> <li>• Distinguish between big ‘open’ questions and questions that have a straightforward answer.</li> <li>• Explain what they think they gain by learning in various ways in RE (e.g. by making a visit or meeting a visitor).</li> </ul> <p>• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<ul style="list-style-type: none"> <li>• Explain the worth or relevance of qualities, attitudes, motives, behaviour, values and opinions, including their own.</li> <li>• Account for what is deeply important to themselves and others or has impact on their lives.</li> <li>• Identify profound questions about life and the world and show awareness of some different responses to them.</li> <li>• Explain what they have learned in RE, how they learned it, and how effective/valuable this was.</li> </ul> <p>• Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</p> <p>• 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>	<ul style="list-style-type: none"> <li>• Show reasoned and balanced viewpoints when considering their own and others’ responses to spiritual and moral issues.</li> <li>• Evaluate the impact of religion/belief, personally, locally or globally.</li> <li>• Evaluate the efficacy of moral and philosophical arguments.</li> <li>• Identify the advantages/ disadvantages or strengths/ weaknesses of different modes of enquiry in RE.</li> </ul> <p>• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>• Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>