

End of Phase Outcomes

<u>Discovery RE</u>	End of Key stage 1 (Age 7)	End of Lower Key stage 2 (Age 9)	End of Upper Key Stage 2 (11)
Knowledge and Understanding of the religions studied (AT1)	<p>I can recall facts about the religions / beliefs I have studied.</p> <p>I can use religious vocabulary and start to explain the significance and meaning of the facts, practices, etc.</p>	<p>I can recall facts about religions have studied.</p> <p>I can select the facts that are most significant to the enquiry. I can start to explain their relevance / importance.</p>	<p>I can recall facts about religions.</p> <p>I can explain differences in practices and interpretation within and between religions / belief systems.</p>
Learning from the religions studied (AT2)	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>
Personal resonance with or reflection on the religions studied (AT2)	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</p> <p>I can verbalise and / or express my own thoughts.</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion / belief.</p> <p>I can express my own thoughts etc having reflected on them in relation to other people's.</p>

<u>Understanding Christianity</u>	End of Key stage 1 (Age 7)	End of Lower Key stage 2 (Age 9)	End of Upper Key Stage 2 (11)
<p data-bbox="253 464 629 544">Making sense of the text (AT1)</p> <p data-bbox="208 596 674 751">Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians</p>	<p data-bbox="705 427 1106 531">Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p data-bbox="705 612 1122 788">Identify different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.</p> <p data-bbox="705 836 1122 979">Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</p> <p data-bbox="705 1059 1070 1163">Give clear, simple accounts of what the texts mean to Christians</p>	<p data-bbox="1153 427 1554 496">Order key concepts within a timeline of the Bible's 'big story'.</p> <p data-bbox="1153 612 1554 756">List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</p> <p data-bbox="1153 836 1554 940">Make clear links between biblical texts and the key concepts studied.</p> <p data-bbox="1153 1059 1554 1203">Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians</p>	<p data-bbox="1601 427 2018 571">Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p data-bbox="1601 612 2002 724">Identify at least five different types of biblical texts, using technical terms accurately.</p> <p data-bbox="1601 836 1957 979">Explain connections between biblical texts and the key concepts studied, using theological terms.</p> <p data-bbox="1601 1059 2018 1315">Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p>

<p style="text-align: center;">Understanding the impact (AT2)</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<p><i>Give 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.</i></p> <p><i>Give examples of how Christians put their beliefs into practice in church worship.</i></p>	<p><i>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</i></p> <p><i>Describe how Christians show their beliefs in worship and in the way they live.</i></p>	<p><i>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.</i></p> <p><i>Show how Christians put their beliefs into practice in different ways; for example, in different denominations.</i></p>
<p style="text-align: center;">Making connections (AT2)</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p><i>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</i></p>	<p><i>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.</i></p> <p><i>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.</i></p>	<p><i>Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</i></p> <p><i>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.</i></p>