

Salway Ash School – RE Skills Progression

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end-of-phase outcomes related to each element. Each unit takes bullet points from these end-of-phase outcomes and applies them specifically to the unit questions.

Teaching and learning approach	End KS1 Pupils will be able to:	End lower KS2 Pupils will be able to:	End KS2 Pupils will be able to:
<p>ELEMENT 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two 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. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. 	<ul style="list-style-type: none"> • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • 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>ELEMENT 2: Understanding the impact.</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>	<ul style="list-style-type: none"> • 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. • Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • 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>ELEMENT 3: Making Connections.</p> <p>Evaluating, reflecting on and connecting the texts and concepts</p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying

studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world..		<ul style="list-style-type: none"> • 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>their responses.</p> <ul style="list-style-type: none"> • 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.