

## Religious Education

<b>Appendix 2 Chester Diocese - End of Key Phase Statements</b> <i>(Based on Expected Outcomes)</i>				
	<b>EYFS</b>	<b>End of KS 1 (Yr.1/2)</b>	<b>End of lower KS 2 (Yr.3/4)</b>	<b>End of upper KS 2 (Yr.5/6)</b>
<b>A</b>	I can recall key aspects of the Christmas and Easter stories.	I can recognise that God, creation, incarnation, salvation, resurrection and good news are part of a bigger story found in the Bible.	I can identify key concepts studied: God, creation, incarnation, salvation, resurrection and good news. Attempt to order them in the bigger story of the Bible.	I can identify at least 8 concepts studied and explain their context in God's bigger plan to save humankind which can be seen in the Bible.
<b>B</b>	I can say what good news can be found in the Bible using at least one Bible story.	I can identify at least two different types of genre from the Bible, eg story, parable.	I can identify different key features of biblical text eg parable, gospel story, gospel teaching.	I can give examples of at least 5 different texts and explain their different key features.
<b>C</b>	I can retell at least one Bible story Jesus told using key details.	I can retell at least 3 stories from the Bible and make a link with a concept studied. Eg good news, salvation, forgiveness.	I can link at least 4 of the concepts studied with more than one biblical text and explain their connection.	I can connect key biblical texts with all the concepts studied and make links to everyday Christian life.
<b>D</b>	I can show how Christians might look after the world.	I can give simple explanations of at least 3 biblical texts and make links with what a Christian might believe.	I can offer ideas about how a Christian might put a range of biblical texts into practice.	I can compare own ideas about a range of biblical texts and what they might mean to a Christian.
<b>E</b>	I can identify what a church is and what might happen there.	I can describe how a Christian might put their beliefs into practice in the church community. I can give at least 3 examples from the local church community.	I can make links with Christian beliefs and worship in a church community. I can give at least 3 examples from different national church communities.	I can connect biblical text, beliefs and way of life and explain how they work together in a Christian's life. I can give at least 3 examples from different church communities globally.
<b>F</b>	I can say how Christians might show they believe in God.	I can describe: how a Christian shows their belief in God; why a Christian might look after the world and give examples of how they might love others.	I can link together biblical texts and what a Christian might do in the wider community. I can suggest what might motivate them and give at least 5 examples.	I can compare different ways Christians might respond to the same biblical teaching. I can show arguments for and against acting in a certain way. I can draw my own conclusions.
<b>G</b>	I can listen attentively and raise good ideas to stories heard.	I can begin to suggest my own lines of enquiry when examining texts and concepts. I can suggest questions that might be explored.	I can raise questions about the concepts, biblical texts and practice in Christian community studied and suggest answers to puzzling questions.	I can compare different ideas from texts studied and justify my own ideas giving reasons for conclusions drawn. Eg arguments for and against the resurrection <i>or</i> eg 2 Does science disprove creation?



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