

Teaching and Learning Approach	End of KS1
 <p>Element 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understand how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that God, Creations, Incarnation and Salvation are part of a “big” story of the Bible.</li> <li>• 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.</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 texts mean to Christians.</li> </ul>
 <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 within the world.</p>	<ul style="list-style-type: none"> <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</li> <li>• worship.</li> </ul>
 <p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied; and discerning possible connections between these and pupil’s own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li> </ul>

Teaching and Learning Approach	End of Lower KS2 Pupils will be able to:
 <p>Element 1: Making sense of the text</p> <p>Developing skills of reading and interpretation; understand how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> <li>• Order at least five key concepts within a timeline of the the Bible’s big story.</li> <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 studied mean to some Christians.</li> </ul>
 <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 within the world.</p>	<ul style="list-style-type: none"> <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>
 <p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied; and discerning possible connections between these and pupil’s own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

Teaching and Learning Approach	End of KS2
<div data-bbox="78 183 190 295" data-label="Image"> </div> <p data-bbox="235 207 705 239">Element 1: Making sense of the text</p> <p data-bbox="56 327 1142 438">Developing skills of reading and interpretation; understand how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<p data-bbox="1198 103 1478 135">Pupils will be able to:</p> <ul data-bbox="1198 167 2172 518" style="list-style-type: none"> <li>• Outline the timeline of the “big story” of the Bible, explaining the place within it of the core concepts studied.</li> <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 Christians interpret biblical texts, showing awareness of different interpretations.</li> </ul>
<div data-bbox="78 702 190 813" data-label="Image"> </div> <p data-bbox="235 734 705 766">Element 2: Understanding the impact</p> <p data-bbox="56 813 728 965">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 within the world.</p>	<ul data-bbox="1198 702 2172 933" style="list-style-type: none"> <li>• Make clear connections between Biblical texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in the 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>
<div data-bbox="78 1077 190 1189" data-label="Image"> </div> <p data-bbox="235 1109 616 1141">Element 3: Making connections</p> <p data-bbox="56 1189 1153 1300">Evaluating, reflecting on and connecting the texts and concepts studied; and discerning possible connections between these and pupil’s own lives and ways of understanding the world.</p>	<ul data-bbox="1198 1069 2172 1340" style="list-style-type: none"> <li>• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>• 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.</li> </ul>