

Woodford Valley C of E Primary Academy – Progression of skills: Religious Education

	Lower Woodford Year 1	Netton Year 2	End of KS 1 expectations	Wilsford Year 3	Durnford Year 4	Upper Woodford Year 5	Salteron Year 6	End of KS 2 expectations
Beliefs and teachings and Worldviews	<p>Chn know that God is important to people who follow Islam and begin to understand why this is.</p> <p>Know that Followers of Islam believe in God, and that they find out about God in the Koran.</p> <p>Know that Jewish people believe God’s mitzvot are ways to help mend the world and make it better.</p> <p>Know that Jewish stories contain examples of Good deeds.</p> <p>Children can retell the story of Radha and Krishna.</p> <p>Talk about some of the stories that are used in religious contexts and why people still read them.</p>	<p>Know that saying sorry is important to Jewish people. God wants people to learn from their mistakes.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Retell religious stories and suggest meanings in the story.</p> <p>The Torah is a special and important book for Jews. They believe it was given to them by God.</p> <p>Know the Torah contains rules.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema)</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p>	<p>Wiltshire Agreed Syllabus Exploring:</p> <p>Explore a range of religious stories and sacred writings, and talk about their meanings.</p> <p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</p> <p>Identify and suggest meanings for religious symbols.</p> <p>Begin to use a range of religious words.</p> <p>Wiltshire Agreed Syllabus Responding:</p>	<p>Know that Muslims submit to Allah because of his greatness. He is to be obeyed at all times.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Understand that Hindus take responsibility for gathering good karma and living the right way.</p> <p>Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Jewish people believe they have a covenant with God.</p> <p>Understand the Exodus story</p>	<p>Describe the key teachings and beliefs of Hinduism.</p> <p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p> <p>Know that Humanists believe morality does not come from God, We all have to decide what is right and wrong based on reason, empathy and consequences.</p> <p>Describe what humanists mean when they talk about ‘good without God.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p>	<p>Retell the story of how the Qur’an was revealed to Muhammad.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p>	<p>Make connections between beliefs and behaviour in different religions.</p> <p>Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God.</p> <p>Explain how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>	<p>Wiltshire Agreed Syllabus Exploring:</p> <p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>Identify and begin to describe the similarities and differences within and between religions.</p> <p>Investigate the significance of religion in the local, national and global communities</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</p> <p>Describe and begin to understand religious and other responses to ultimate and ethical questions</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious ceremonies and celebrations</p>	<p>Know that Jewish people welcome babies into their community.</p> <p>Understand that Holi is an important festival where many Hindus show their love for God.</p> <p>Describe how Holi is celebrated such as throwing colours</p>	<p>Children can observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Make simple links between belief and practice.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p> <p>Recall how Muslims prepare for and celebrate Eid-ul-Fitr.</p>	<p>Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas.</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>Reflect on how spiritual and moral values relate to their own behaviour.</p> <p>Recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.</p>	<p>Describe what happens at the Upanayana or ‘Sacred Thread Ceremony’.</p> <p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain what happens at Shavuot.</p>	<p>To know the deeper meanings of some Hindu Festivals and how they are celebrated.</p> <p>Describe ways some Muslims celebrate Muhammad’s birthday.</p> <p>Describe some things Hindus do to celebrate Rama and Sita’s commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Describe what happens at a Hindu wedding.</p>	<p>Explain why Christians and Hindus believe in life after death and explain what difference it makes to them.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p>	<p>Explain practices, lifestyles and worldviews associated with belonging to a faith.</p> <p>Outline religious and/or non religious beliefs about life after death.</p> <p>Describe the impact of Hajj on a Muslim.</p> <p>Consider pilgrimage and know why it is important to people of different faiths.</p> <p>Describe some practices involved at Humanist celebrations.</p>	<p>Use specialist vocabulary in communicating their knowledge and understanding.</p> <p>Use and interpret information about religions from a range of sources</p> <p>Wiltshire Agreed Syllabus Responding:</p> <p>Reflect on what it means to belong to a faith community, communicating their own and others’ responses.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Discuss their own and others’ views of religious truth and belief, expressing their own ideas.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expression of religious beliefs and Worldviews</p>	<p>Know that Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.</p> <p>Know Hindus worship at a shrine.</p> <p>Describe what some Jewish people wear when they pray.</p> <p>Know that Jewish families have a day of rest every week.</p> <p>Know that Jewish people care for their world.</p>	<p>Recognise religious objects and suggest why they are important and how they are used.</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Understand that because Muslims believe Allah is a God of compassion they show compassion to others.</p> <p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p>		<p>Consider similarities and differences between beliefs and behaviour in different faith.</p> <p>Children know how Muslims get ready to pray.</p> <p>Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p>	<p>Make connections between stories, symbols and beliefs and what happens in at least two festivals.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Explain how a humanist uses stories to help us to think about how to treat others and develop empathy.</p> <p>Describe how humanist thinking and the golden rule impacts education at a humanist school.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Show an understanding of the value of sacred buildings and art.</p>	<p>Know what pilgrimage means and how it is important to believers who are Christians, Hindus and Muslims.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>	<p>Explain some of the different ways individuals show their beliefs and worldviews with respect and tolerance for others.</p> <p>Explain the different ways Hindus explain their ideas of God.</p> <p>Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.</p> <p>Describe how Humanist advertising expresses their beliefs.</p> <p>Explore how being a humanist affects someone's life and decision making.</p>	<p>Reflect on ideas of right and wrong and their own and others' responses to them.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values</p>	<p><u>Children can explain how actions can affect other people.</u></p> <p><u>Understand that they have their own choices to make and begin to understand the concept of morals.</u></p> <p><u>Talk about how religions teach people that they are valuable, giving simple examples.</u></p>	<p><u>Children know that Christians and Muslims care for others and know that they do this because they believe that this is what God wants them to do.</u></p> <p><u>Chn look at values and worldviews and understand how these can affect a community and individuals.</u></p> <p><u>Talk about issues of good and bad, right and wrong arising from stories.</u></p>		<p><u>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</u></p> <p><u>Ask questions and suggest some of their own responses to ideas about God.</u></p> <p><u>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</u></p> <p><u>Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Discuss their own ideas about how people decide right and wrong</u></p>	<p><u>Make informed choices and understand the consequence of choices.</u></p> <p><u>Discuss and give opinions on morals and values, including their own.</u></p> <p><u>Describe how shared values in a community can affect behaviour.</u></p> <p><u>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</u></p>	<p><u>Express their own values while respecting the values of others.</u></p> <p><u>Consider similarities and differences between beliefs and behaviour in different faith.</u></p>	<p><u>Explain why individuals and communities may have similar and differing values.</u></p> <p><u>Show an awareness of moral questions.</u></p>	
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Reflection	<p>Chn consider what it means to belong.</p> <p><u>Talk about what is special and of value about belonging to a group that is important to them.</u></p> <p>Chn know why some people inspire others, <u>considering the shared characteristics that these people have..</u></p> <p>Chn know why some people inspire <u>them</u>.</p> <p><u>Show an awareness that some people belong to different religions.</u></p>	<p><u>Chn can talk about their thoughts and feelings in circle times.</u></p> <p><u>Chn take part in P4C and know how to articulate their own ideas.</u></p> <p><u>Children are able to identify things that are important in their lives.</u></p> <p><u>Ask questions about the puzzling aspects of life.</u></p> <p><u>Ask questions and suggest answers to questions about stories to do with religious festivals.</u></p> <p><u>Ask and suggest answers to questions arising from stories across more than one faith.</u></p>		<p><u>Understand that personal experiences and feelings can influence their attitudes and actions.</u></p> <p><u>Understand that there are similarities and differences between people and respect those differences.</u></p>	<p><u>Ask questions that have no agreed answers and offer suggestions as answers to those questions.</u></p> <p><u>Suggest why having faith or belief in something can be hard. Identify how and say why it makes a difference to people's lives to believe in God.</u></p> <p><u>Ask questions and suggest some of their own responses to ideas about God.</u></p>	<p><u>Recognise and express feelings about their identities and beliefs.</u></p> <p><u>Express ideas about how and why religion can help believers when times are hard, giving examples.</u></p> <p><u>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</u></p>	<p><u>Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</u></p> <p><u>Explain why their answers may be different from someone else's and respond sensitively.</u></p>	
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<p>God (Understanding Christianity)</p>	<p>Know that Christians believe in God, and that they find out about God in the Bible.</p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Know that Christians worship God and try to live in ways that please him.</p> <p>Know that Christians understand God as the Holy Trinity; God in three persons.</p>			<p>Children know the three different parts of the Holy Trinity, and how they are expressed.</p>		<p>Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p>	
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<p>Creation (Understanding Christianity)</p>	<p>Know the word God is a name.</p> <p>Understand that Christians believe God is the creator of the universe.</p> <p>Explain that Christians believe God made our wonderful world and so we should look after it.</p> <p>Know the Earth and everything in it are important to God.</p> <p>Simply retell the story of creation from Genesis 1:1–2.3.</p> <p>Know that Creation is at the start of the bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>			<p>Know that Christians believe that God the Creator cares for the creation, including human beings.</p> <p>Know, as human beings are part of God’s good creation, they do best when they listen to God.</p> <p>Know the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’).</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>		<p>Explore how the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People of God (Understanding Christianity)</p>				<p>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.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>Know that Christians believe that, through Jesus, all people can become the People of God.</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>		<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Incarnation (Understanding Christianity)</p>		<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>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).</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time</p>		<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>			<p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gospel (Understanding Christianity)</p>		<p>Know Christians believe Jesus brings good news for all people.</p> <p>Understand that Christians believe Jesus is a friend to the poor and friendless.</p> <p>Explain that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Explain how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>		<p>Identify religious symbolism from the Christian faith.</p> <p>Know where religious symbolism can be found in the local church.</p>	<p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p> <p>Know that Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Children understand that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p>		<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	

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Salvation (Understanding Christianity)	<p>Children know that the cross is the symbol of Christianity.</p> <p>Know that a cross is part of the Easter story.</p>	<p>Understand that Easter is an important Christian festival that is celebrated all around the world in different ways.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>		<p>Children know the sequence of the Easter story.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>Children know that the day that Jesus died is called Good Friday.</p> <p>Know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</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>	<p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>Christians interpret Jesus death in a variety of ways.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>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.</p>	<p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Kingdom of God (Understanding Christianity)</p>					<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.</p> <p>Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness.</p> <p>Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</p>		
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