

**St Luke's C.E. Primary School RE Progression Pathway**

**Early Years Foundation Stage**

- Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.
- They should listen to and talk about stories.
- Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.
- They ask questions and reflect on their own feelings and experiences.
- They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

<p><b>Concept: God/Creation</b>  <b>KQ: Why is the word 'God' so important to Christians?'</b></p> <ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<p><b>Concept: Incarnation</b>  <b>KQ: Why do Christians perform nativity plays at Christmas?</b></p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe that Jesus came to show that all people are precious and special to God.</li> <li>• Christians celebrate Jesus' birth.</li> </ul>	<p><b>Concept: Celebration</b>  <b>KQ: How do people celebrate?</b></p> <ul style="list-style-type: none"> <li>• People celebrate in different ways around the world.</li> <li>• Some people celebrate New Year by making a New Years' Resolution.</li> <li>• In China they celebrate Chinese New Year.</li> </ul>	<p><b>Concept: Salvation</b>  <b>KQ: Why do Christians put a cross in an Easter garden?</b></p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> </ul>	<p><b>Concept: Celebration</b>  <b>KQ: Why do Hindus celebrate Holi?</b></p> <ul style="list-style-type: none"> <li>• Holi is a traditional Hindu festival.</li> <li>• Holi is celebrated to mark the arrival of Spring, new life and love.</li> <li>• Holi is also known as the festival of colours.</li> </ul>	<p><b>Concept: Moral values</b>  <b>KQ: What can we learn from stories?</b></p> <ul style="list-style-type: none"> <li>• Fables are stories with a lesson.</li> <li>• Some stories have a moral.</li> <li>• Discuss the moral/lesson from various stories/parables (The Gold Giving Serpent, Feeding of the Five Thousand, The Lost sheep).</li> </ul>	<p><b>Concept: Holiness</b>  <b>KQ: What makes a place special?</b></p> <ul style="list-style-type: none"> <li>• Discuss what makes a place special.</li> <li>• Churches are a special place for Christians.</li> <li>• Talk about special services that happen at churches eg weddings, baptisms.</li> <li>• Say why a place is special to them.</li> </ul>
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## Key Stage 1

- **Recall and name** different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
- **Retell and suggest meanings** to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come
- **Recognise** some different symbols and actions which express a community's way of life, appreciating some similarities between communities
- **Ask and respond** to questions about what communities do, and why, so that they can identify what difference belonging to a community might make
- **Observe and recount** different ways of expressing identity and belonging, responding sensitively for themselves
- **Notice and respond** sensitively to some similarities between different religions and worldviews
- **Explore questions** about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
- **Find out about and respond** with ideas to examples of co-operation between people who are different
- **Find out** about questions of right and wrong and begin to **express their ideas** and opinions in response

<p style="text-align: center;">Y E A R  1</p>	<p><b>Concept: God</b> <b>KQ: What do Christians believe God is like?</b></p> <ul style="list-style-type: none"> <li>• Identify what a parable is.</li> <li>• Tell the story of the Lost Son from the Bible simply.</li> <li>• Recognise a link between the story of the lost son and the concept of God as a forgiving Father.</li> <li>• Give examples of ways in which Christians show their belief in God as loving and forgiving.</li> <li>• <i>Give an example of how Christians put their beliefs into practice in worship?</i></li> <li>• Reflect on what can be learnt from the story of the lost son relating to the idea of forgiveness.</li> </ul>	<p><b>Concept: Creation</b> <b>KQ: Who made the world?</b></p> <ul style="list-style-type: none"> <li>• Recognise that Creation is the beginning of the big story of the bible.</li> <li>• Retell the story of Creation from Genesis 1.1-2.3 simply.</li> <li>• Give an example of what Christians do to say thank you to God for the Creation.</li> <li>• Reflect on what I am thankful to God for creating.</li> </ul>	<p><b>Concept: Incarnation</b> <b>KQ: Why does Christmas matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Retell the story of Jesus' birth simply and begin to say why Jesus is important to Christians.</li> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</li> <li>• Reflect on what I have to be thankful for at Christmas time.</li> </ul>	<p><b>Concept: Celebration</b> <b>KQ: Does celebrating Chanuka make Jewish children feel closer to God?</b></p> <ul style="list-style-type: none"> <li>• Recognise some of the symbols used at Chanuka.</li> <li>• Talk about how a Jewish child might feel about taking part in a Chanuka activity.</li> <li>• State what some of the Chanuka symbols mean.</li> </ul>	<p><b>Concept: Salvation</b> <b>KQ: Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Respond to the Easter story with a thought or question.</li> <li>• Explore emotions in relation to the story of Easter and say how different parts of the Easter make me feel.</li> <li>• Sequence the key events of Holy Week and Easter and retell the story simply.</li> <li>• Give some examples of what is important to Christians at Easter and how they show their beliefs about Jesus' death and resurrection.</li> <li>• Reflect on what the Easter story has to say about hope and/or heaven.</li> </ul>	<p><b>Concept: Celebration</b> <b>KQ: Is Shabbat important to Jewish children?</b></p> <ul style="list-style-type: none"> <li>• Name things that are special to Jewish people during Shabbat.</li> <li>• Make a connection between being Jewish and decisions about behaviour.</li> <li>• Talk about some of the things that Jewish people do to celebrate Shabbat.</li> </ul>
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<p style="text-align: center;"><b>Y E A R 2</b></p>	<p><b>Concept: God</b> <b>KQ: What do Christians believe God is like?</b></p> <ul style="list-style-type: none"> <li>• Tell the key points of the story of Jonah from the Bible.</li> <li>• Recognise a link with the concept of God.</li> <li>• Give clear, simple accounts of what the text means to Christians.</li> <li>• Give examples of ways in which Christians use the story of Jonah to guide their beliefs about God.</li> <li>• Give examples of how Christians put their beliefs into practice in worship?</li> <li>• Reflect on what can be learnt about God from the story of Jonah, exploring different ideas.</li> </ul>	<p><b>Concept: Creation</b> <b>KQ: Who made the world?</b></p> <ul style="list-style-type: none"> <li>• Talk about what the creation story tells Christians about God, creation and the world.</li> <li>• Recognise that people treat the world in positive and negative ways.</li> <li>• Give reasons for whether God would be pleased/not pleased with the different ways people treat the world.</li> <li>• Give examples of what Christians do to look after the world for God.</li> <li>• Reflect on how I and other people should treat the world.</li> </ul>	<p><b>Concept: Incarnation</b> <b>KQ: Why does Christmas matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Recognise that incarnation is part of the big story of the bible.</li> <li>• Retell the story of the birth of Jesus and recognise the link with incarnation/Jesus is God on earth.</li> <li>• Recognise that stories of Jesus' life come from the Gospels.</li> <li>• Give examples of ways in which Christians use the nativity story in churches and at home to celebrate Jesus' birth.</li> <li>• Think, talk and ask questions about the Christmas story and the lessons they might learn from it.</li> </ul>	<p><b>Concept: Respect</b> <b>KQ: How important is it for Jewish people to do what God asks them to do?</b></p> <ul style="list-style-type: none"> <li>• Talk about the Seder meal, or another Jewish</li> <li>• Suggest what they think are the most and least important things Jews do that God asks them to do.</li> <li>• Describe some of the things Jews choose to do to show respect for God.</li> <li>• Give reasons why they think certain things are more or less important for Jews to do to show they respect God.</li> </ul>	<p><b>Concept: Salvation</b> <b>KQ: What is the most important thing about the Easter story for Christians?</b></p> <ul style="list-style-type: none"> <li>• Recognise that salvation is part of the big story of the bible.</li> <li>• Tell stories of Holy week and Easter and make a link with the idea of salvation (Jesus rescuing people).</li> <li>• Talk about why Easter is important to Christians and give examples of ways that Christians show their beliefs about Jesus as a saviour in church worship.</li> <li>• Reflect on what is the most important thing about Easter to Christians.</li> <li>• Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important) exploring different ideas.</li> </ul>	<p><b>Concept: Commitment</b> <b>KQ: What is the best way for a Jew to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>• Name things that are special to Jews.</li> <li>• Talk about the ways Jews show commitment to God.</li> <li>• Talk about something that is important to Jews.</li> <li>• Express an opinion about what way might be best for Jews to show commitment to God.</li> <li>• Describe some of the ways that Jews choose to show commitment to God.</li> </ul>

## Key Stage 2

**Describe and make connections** between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas

**Describe and understand** links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities

**Explore and describe** a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

**Observe and understand** varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities

**Understand** the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives

**Observe and consider** different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews

**Discuss and present their own and others' views** on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry

**Consider and apply** ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect

**Discuss and apply** their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

<p><b>Y E A R 3</b></p>	<p><b>Concept: Celebration/ Belonging</b> <b>KQ: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways that Hindus celebrate Divali at home and in the temple.</li> <li>Empathise with how Hindus feel about Divali</li> <li>Explain how Hindu children might feel at Divali.</li> <li>State why Divali might bring a sense of belonging to Hindus.</li> </ul>	<p><b>Concept: Incarnation/ God</b> <b>KQ: What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Suggest what texts about baptism and Trinity mean.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship.</li> <li>Make links between some bible texts studied and the idea God in Christianity.</li> <li>Express some of their own ideas about what</li> </ul>	<p><b>Concept: Gospel</b> <b>KQ: What Kind of world did Jesus want?</b></p> <ul style="list-style-type: none"> <li>Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Suggest what Jesus' actions towards the leper might mean for a Christian.</li> <li>Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>Give examples of how Christians try to show love to all, including how members of the</li> </ul>	<p><b>Concept: Salvation</b> <b>KQ: Why do Christians call the day Jesus died 'Good Friday'?</b></p> <ul style="list-style-type: none"> <li>Suggest what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> </ul>	<p><b>Concept: Belief and pilgrimage</b> <b>KQ: Would visiting the river Ganges feel special to a non-Hindu?</b></p> <ul style="list-style-type: none"> <li>State some of the things that Hindus do at/in the River Ganges and explain why this river is important to them.</li> <li>Describe a ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</li> <li>State how they think it might feel for a Hindu to visit the River Ganges.</li> <li>Empathise with the special feelings a Hindu might experience when taking</li> </ul>	<p><b>Concept: Kingdom of God</b> <b>KQ: When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>Make links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>Suggest what the description of Pentecost in Acts 2 might mean.</li> <li>Give examples of what Pentecost means to some Christians now.</li> <li>Make simple links between the description of the day of the Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</li> </ul>
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<p><b>Y E A R 4</b></p>	<p><b>Concept: People of God</b> <b>KQ: What is it like to follow God?</b></p> <ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> <li>• Make links between People of God and how some Christians choose to live in their whole lives and in their church communities.</li> <li>• Suggest answers about how far ideas of covenant, promises and following God might</li> </ul>	<p><b>Concept: Incarnation/ God</b> <b>KQ: What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>• Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>• Give examples of what the texts studied might mean to some Christians today.</li> <li>• Describe how Christians show their beliefs about God the Trinity in the way they live.</li> <li>• Make links between some of the texts and teachings about God in the bible and what people believe about God in the world today, expressing some ideas of their own clearly.</li> </ul>	<p><b>Concept: Gospel</b> <b>KQ: What Kind of world did Jesus want?</b></p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of a parable.</li> <li>• Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</li> <li>• Suggest some ideas about the meaning of the Good Samaritan story to Christians.</li> <li>• Make simple links between the Good Samaritan story and the importance of charity in Christian life.</li> <li>• Give examples of how Christians act to show that they are following Jesus.</li> <li>• Make links between some of the Jesus' teachings about how to live, and life in the world today, expressing some</li> </ul>	<p><b>Concept: Salvation</b> <b>KQ: Why do Christians call the day Jesus died 'Good Friday'?</b></p> <ul style="list-style-type: none"> <li>• Suggest what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</li> <li>• Give examples of what the texts studied might mean to some Christians.</li> <li>• Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</li> <li>• Describe how Christians show their beliefs about Jesus in their everyday lives.</li> <li>• Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a</li> </ul>	<p><b>Concept: Prayer</b> <b>KQ: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</b></p> <ul style="list-style-type: none"> <li>• Describe the Muslim prayer routine and explain why they do this and how it helps them in their everyday lives.</li> <li>• Think about how praying 5 times a day might help in some ways more than others.</li> <li>• Give reasons for what they think.</li> </ul>	<p><b>Concept: Belonging and community</b> <b>KQ: Does going to the Mosque make someone a better Muslim?</b></p> <ul style="list-style-type: none"> <li>• Explain what happens when Muslims pray alone or at a mosque.</li> <li>• Describe how a Muslim achieves a sense of belonging through prayer.</li> <li>• Put themselves in the position of a Muslim and state whether they would rather pray alone or with other Muslims at a mosque and give reasons why.</li> </ul>

	make a difference in the world today.		ideas of their own clearly.	difference to how you think and live.		
<b>Y E A R 5</b>	<p><b>Concept: Prayer and worship</b> <b>KQ: What is the best way for a Hindu to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways that Hindus choose to show their commitment to God.</li> <li>Explain how different practises enable Hindus to show their commitment to God.</li> <li>Understand that Hindus may show their commitment to God in different ways and some of these will be more significant to some Hindus than others.</li> <li>Understand that Hindus make choices about how they show commitment to God.</li> <li>Express what they think about that best way a Hindu could show commitment to God.</li> </ul>	<p><b>Concept: Incarnation</b> <b>KQ: Was Jesus the Messiah?</b></p> <ul style="list-style-type: none"> <li>Identify Gospel and prophecy texts, using technical terms.</li> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>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.</li> </ul>	<p><b>Concept: Creation/Fall</b> <b>KQ: Creation and Science: Conflicting or Complementary?</b></p> <ul style="list-style-type: none"> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is</li> </ul>	<p><b>Concept: Salvation</b> <b>KQ: What did Jesus do to save human beings?</b></p> <ul style="list-style-type: none"> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>Show how Christians put their beliefs into practice.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul>	<p><b>Concept: Beliefs and moral values</b> <b>KQ: Do belief in Karma, Samsara and Moska help Hindus lead good lives?</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways that Hindus try to lead lives respectful to God and state why this is important to them.</li> <li>Explain how the belief in Karma, Samsara and Moshka influences Hindus decisions and choices as to how to behave towards God and other people.</li> <li>Recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Hindus.</li> <li>Ask questions about life after death and explore what they believe and how this might influence their life.</li> </ul>	<p><b>Concept: Gospel</b> <b>KQ: What would Jesus do?</b></p> <ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>Suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>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.</li> </ul>

			complementary, with a scientific account.			
<b>Y E A R 6</b>	<p><b>Concept: Beliefs and practices</b>  <b>KQ: What is the best way for a Muslim to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>Describe different practices that enable Muslims to show commitment to God</li> <li>Explore why Muslims show commitment to God in the ways that they do and how this might impact on their lives.</li> <li>Explain why there might be different ways for Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>Understand that different individuals choose to show different degrees of commitment to their religion and relate this to commitments they make in their own lives.</li> </ul>	<p><b>Concept: Incarnation</b>  <b>KQ: Was Jesus the Messiah?</b></p> <ul style="list-style-type: none"> <li>Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</li> <li>Make clear connections between the texts and what Christians believe about Jesus as Messiah.</li> <li>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</li> <li>Weigh up how far the world needs a Messiah, expressing their own insights.</li> </ul>	<p><b>Concept: Beliefs and meaning</b>  <b>KQ: Is anything ever eternal?</b></p> <ul style="list-style-type: none"> <li>Make links between different Christian beliefs and their own views about whether anything is ever eternal.</li> <li>Explain why Christians believe some things are eternal and the difference this makes to them.</li> <li>Ask important questions about eternity.</li> <li>Reflect on and give their own views about whether anything is eternal, giving reasons.</li> </ul>	<p><b>Concept: Salvation</b>  <b>KQ: What did Jesus do to save human beings?</b></p> <ul style="list-style-type: none"> <li>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</li> <li>Suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</li> <li>Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</li> <li>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</li> </ul>	<p><b>Concept: Beliefs and moral values</b>  <b>KQ: Does belief in Akhirah (life after death) help Muslims lead good lives?</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways that Muslims try to lead lives respectful to God and state why this is important to them.</li> <li>Explain how the belief in Akhirah influences Muslims decisions and choices as to how to behave towards God and other people.</li> <li>Recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Muslims.</li> <li>Ask questions about life after death and explore what they believe and how this might influence their life.</li> </ul>	<p><b>Concept: Kingdom of God</b>  <b>KQ: What Kind of King is Jesus?</b></p> <ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the Kingdom of God- where God rules in human lives.</li> <li>Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>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.</li> <li>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.</li> </ul>