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| **Appendix 2 Chester Diocese - End of Key Phase Statements *(Based on Expected Outcomes)*** |
|  | **EYFS** | **End of KS 1 (Yr.1/2)** | **End of lower KS 2 (Yr.3/4)** | **End of upper KS 2 (Yr.5/6)** |
| **A** | 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** | 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. |
| **C** | 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.  |
| **D** | 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. |
| **E** | 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. |
| **F** | 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.  |
| **G** | 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 *or* eg 2 Does science disprove creation? |