

Appendix 1 1. Good News (Learning steps using Chester Diocesan Syllabus)		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)
<p>I can say what good news is and give two examples.</p> <p>I can retell the 'Parable of the Good Samaritan'.</p>	<p>I can describe details from a story Jesus told and details from a story about Jesus.</p> <p>I can talk about what is important to me and relate it to a parable Jesus told and to the healing stories of Jesus.</p> <p>I can identify good news in a parable and say why it is important to Christians.</p> <p>I can suggest how the healing stories might be important to Christians.</p>	<p>I can suggest how the parables of Jesus can help Christians to live as good news today.</p> <p>I can explain that the story of the Parable of the Pharisee and the Tax Collector' helps Christians to understand the attitude of humility is better than arrogance in prayer.</p> <p>I can explain that the story of the 'Calming of the Storm' shows Christians Jesus can 'quieten' people and can transform lives today.</p> <p>I can explain that the story of the Centurion's Servant' encourages Christians to have faith in God even when they can't see what may happen.</p> <p>I can explain that in the 'Feeding of the 5,000': Jesus encourages Christians to offer all their resources to God to show his love to the world personally and wider afield.</p>	<p>I can explain from Jesus' teachings in the Beatitudes from the 'Sermon on the Mount' &amp; The story of the 'Healing of the Paralysed man' how Jesus brought good news.</p> <p>I can explain how the Beatitudes favour the weak and the vulnerable and encourage Christians to see how Jesus might transform lives today.</p> <p>I can explain how Jesus in the story of the paralysed man offers a way to heal damage done by human sin.</p> <p>I can compare good news in the stories and text studied with other Bible stories or teachings.</p> <p>I can explain Jesus 'Light of the World' is an important idea for Christians and can explain why.</p> <p>I can talk about the other 'I am sayings' in John's gospel that describe Jesus and can explain how these signs are good news for Christians today and help them bring good news.</p>

Appendix 1 2.God (Learning steps using Chester Diocesan Syllabus)		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)
I can say what God is like for Christians.	I can remember and retell a Christian story. (creation)	I can describe what an Old testament story might teach about God.	I can talk about how the Bible describes God as: all seeing; all powerful and present everywhere.
I can retell a story I have heard about God.	I can describe what people can learn from a Christian story about God.	I can describe what some Jesus taught about God and explain what Christians believe about God.	I can explain how Christians believe God speaks to people through the Bible.
I can explain that Christians say God loves me.	I can use words Christians use to describe God.	I can make a link between my own ideas about God and those of others.	I can why it is important for Christians to describe God as 'three in one '. I can refer to examples of this from the Bible, eg Jesus Baptism and Christian practice eg Apostles Creed.
	I can tell someone what Christians believe about God.	I can suggest some meanings in Christian symbols about God.	
	I can talk about what is important to me and to others about God.	I can use a metaphor to describe God.	I can say how a belief in God as omniscient; omnipotent and omnipresent inspires and influences Christians.
		I can describe the impact of believing in God on some Christian people.	
		I can show I understand different opinions about God.	I can suggest some puzzling questions these beliefs about God raise and begin to consider answers.
		I can compare some Christian ideas to my own ideas about God.	

Appendix 1 3. Christian Community (Learning steps using Chester Diocesan Syllabus)			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)
<p>I can explain the church is a place where Christians meet.</p> <p>I can say which church is linked to our school.</p>	<p>I can identify what happens in a church each week.</p> <p>I can identify some things people believe about the Bible.</p> <p>I can talk about what is important to Christians about the Bible.</p> <p>I can begin to describe what visiting and belonging to the church means to a believer.</p> <p>I can talk about the church with respect for believers who go there.</p> <p>I can suggest why believers think going to church is important.</p>	<p>I can describe characteristics of 3 different local Christian communities.</p> <p>I can talk about their differences and similarities and what it means to belong there.</p> <p>I can suggest why Christians take part in certain activities and how this might influence their lifestyle.</p> <p>I can suggest what influences the behaviour of Christians who take part in certain activities.</p> <p>I can explain why believers think going to church is important.</p>	<p>I can identify differences and similarities between all the national and global communities studied.</p> <p>I can describe how different leaders seek to create the kind of world Jesus wants.</p> <p>I can identify three ways believers might live as Christians and describe the impact their life might make.</p> <p>I can evaluate their decisions and suggest the effect this might have on others</p>

Appendix 1 4. Incarnation (Learning steps using Chester Diocesan Syllabus)		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)
<p>I can retell the Christmas story simply.</p> <p>I can talk about how nativity plays help Christians remember and celebrate the birth of Jesus.</p>	<p>can retell almost all the parts of the Christmas story studied.</p> <p>I can describe several things that can be learnt about Jesus making reference to the parts of the Christmas story studied.</p> <p>I can describe what people can learn from the Christmas story about Jesus the king.</p>	<p>I can compare the detail in the different stories about Jesus' birth found in the Bible.</p> <p>I can suggest at least two reasons which explain why there are different birth narratives. Luke 1: 26-28; 2:1-7, 2:8-20; Matthew 1:17-25; 2:1-24.</p> <p>I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story.</p> <p>I can identify several different Advent customs and explain their symbolism for Christians.</p> <p>I can suggest why Advent is important to Christians.</p>	<p>I can make links with the Christmas story and several titles used to describe Jesus at Christmas time.</p> <p>I can explain why these titles are used by Christians and suggest what they might mean.</p> <p>I can explain how different artists studied show what is important about the Incarnation.</p> <p>I can explain how the different global communities studied show what is important about the Incarnation through different ways of celebrating.</p>

Appendix 1 5. Kingdom of God (Learning steps using Chester Diocesan Syllabus)			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)
<p>I can suggest what makes a good king and why Jesus might have been a good king.</p>	<p>I can talk about the Kingdom of God by referring to the 'Parable of the Mustard Seed'.</p> <p>I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable.</p> <p>I can talk about the Kingdom of God in the Lord's prayer.</p> <p>I can suggest what Jesus may have been trying to teach people about the Kingdom of God in the Lord's prayer</p>	<p>I can describe what people can learn about the Kingdom of God from both the parables of the Kingdom studied.</p> <p>I can explore some questions people ask about the Kingdom of God and compare my answers with others.</p> <p>I can identify several different Advent customs and explain their symbolism for Christians.</p> <p>I can suggest why Advent is important to Christians.</p> <p>I can describe what people can learn from a story about the kingdom found in the Bible and say why.</p> <p>I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.</p>	<p>I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth.</p> <p>I can refer to their local activity and make links to Bible texts that may inspire them.</p> <p>I can say how the belief in the Kingdom of God inspires and influences Christians across the world.</p>

Appendix 1 6. Forgiveness (Learning steps using Chester Diocesan Syllabus)		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)
<p>I can say why the words 'sorry' and 'apologise' might be important to Christians.</p> <p>I can say what Jesus may have been meaning when he said 'turn the other cheek'.</p>	<p>I can recall most of the details of the story of Jonah.</p> <p>I can describe how Jonah wanted to please God and changed his mind and actions accordingly.</p> <p>I can explain what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.</p>	<p>I can make links with the Jesus life &amp; teaching on forgiveness and how it may be expressed in a Christian's life, (eg Last Supper Luke 22:7-23; Trials of Jesus Luke 22:47 to Luke 23:25; Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19; Judas' betrayal Luke 22:1-6; 47-48. Parable of the lost son Luke 15:11-32)</p> <p>I can explain the part Judas and Peter played in betraying Jesus.</p> <p>I can suggest why it was important for Jesus to forgive.</p> <p>I can describe what Christians might learn from their behaviour.</p>	<p>I can make links with the Jesus teaching on forgiveness eg Pharisee &amp; tax collector and how it may be expressed in a Christian's life eg confession, absolution, Proverbs 28:13.</p> <p>I can make links with some Biblical teaching on forgiveness, repentance and justice eg Matthew 18:21-22, 22-28. Matthew 5:38; Matthew 23:23; Luke 11:42; 2 Corinthians 2:5-11 Amos 5:21-24.; 11-15a; 21-24.</p> <p>I can explain the biblical teaching studied can be expressed in a Christian's life through key beliefs and action.</p> <p>I can raise some puzzling questions about the material studied.</p>

## Appendix 1 7. Salvation (Learning steps using Chester Diocesan Syllabus)

## 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)
<p>I can explain what an Easter garden is and why Christians might put 3 crosses in it.</p>	<p>I can say how &amp; why the cross is an important symbol for Christians. Eg palm cross; crucifix; San Salvadorian; plain cross.</p> <p>I can describe what do Christians believe about salvation (being rescued/found)? (Using the stories studied Luke 15:8-10 Parable of the sheep &amp; Parable of Lost Son Luke 15:11-32)</p>	<p>I can explain how Jesus rescued people.eg Zacchaeus.</p> <p>I can explain how the healing stories might be important to Christians. Eg 10 lepers</p> <p>I can say why Christians call the day Jesus died 'Good Friday' using biblical references to aspects of the Easter story.</p> <p>I can why Jesus is called 'saviour'.</p> <p>I can name several ways Christians remember Maundy Thursday and Good Friday.</p> <p>I can begin to explain what salvation means to Christians and why Good Friday is described as a 'good' event.</p>	<p>I can describe what Christians believe about salvation using Christian works of art.</p> <p>I can talk about some of the things that are the same and some that are different for Christians in church life.</p> <p>I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building.</p> <p>I can explain how members of the faith community use the church &amp; why they consider it a holy place.</p> <p>I can explain how Christians understand that they are rescued and suggest why this is important to them</p>

**Appendix 1 8. Resurrection (Learning steps using Chester Diocesan Syllabus) 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)
<p>I can explain Good Friday is a sad day for Christians because Jesus died.</p> <p>I can explain Easter Day is a happy day for Christians because Jesus is alive.</p>	<p>I can name and explain at least 2 customs that happen at church at Easter time.</p> <p>I can explain Easter is a happy day for Christians because Jesus is alive.</p> <p>I can explain why the empty tomb is good news.</p> <p>I can suggest why the resurrection story is important for Christians.</p>	<p>I can explain all the main details of the empty tomb story. John 20 :1-18</p> <p>I can explain by referring to the Biblical text at least 2/3 ways it may have changed Mary.</p> <p>I can explain all the main details of the two gospel resurrection stories. Luke 24:1-8 and Matthew 28:1-10</p> <p>I can say how the two stories are similar and different.</p> <p>I can suggest one way the stories might be understood.</p>	<p>I can explain how the 'Road to Emmaus' story teaches Christians about Jesus referring to the text. Luke 24:13-35</p> <p>I can give simple arguments for and against the resurrection.</p> <p>I can say why the resurrection and ascension of Jesus are good news for Christians. John 20:24-29; ascension: Luke 24:50-54</p> <p>I can explain what hope the resurrection gives to Christians.</p>



**Appendix 1 9. Discipleship (Learning steps using Chester Diocesan Syllabus) 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)
<p>I can describe three changes that happened to the disciples after they met Jesus.</p>	<p>I can describe three changes that happened to Zacchaeus after he met Jesus.</p> <p>I can explain why promises are made at infant baptism.</p>	<p>I can explain clearly what might be important in the Bible for Christians to follow using some verses from different books in the Bible: eg                      Proverbs 15:4; Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14. &amp; The story of the 'Widow's Mite'                      Mark 12:41-43; Luke 21:1-4.</p> <p>I can explain how the 'Great Catch of Fish' Luke 5:1-11 &amp; verses from 1 Corinthians 13; 1 Corinthians 10:24 or Hebrew 13:6 help Christians to live their lives as disciples.</p> <p>I can explain why Christians who go on pilgrimage are trying to show their love for God.</p> <p>I can explain how the Prayer of St Francis help Christians follow Jesus.</p>	<p>I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts.</p> <p>I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians.</p> <p>I can make links with Jesus' teaching on 'salt, light and riches' in the Sermon on the Mount and how it may be expressed in a Christian's life</p>

**Appendix 1 10.Holy Spirit (Learning steps using Chester Diocesan Syllabus)****Expected Outcomes**

<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>
<p>I can say what the Holy Spirit is like.</p> <p>I can retell the story of Pentecost.</p>	<p>I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.</p> <p>I can identify some symbols that Christians use to represent beliefs about the Holy Spirit.</p> <p>I can talk about some things in the Bible that make people ask questions about the Holy Spirit.</p>	<p>I can describe three examples where the Holy Spirit is expressed in symbolic form in art.</p> <p>I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does.</p> <p>I can explain why the Holy Spirit is important to Christians.</p> <p>I can describe how the Holy Spirit is involved in believers' and infant baptism.</p>	<p>I can describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved.</p> <p>I can retell several stories from Acts.</p> <p>I can suggest links between the Holy Spirit and the work of the disciples in these stories.</p> <p>I can recognise how the holy Spirit might work through the lives of Christians today.</p> <p>I can suggest how and why the Holy Spirit has become an influence in a Christian's life after the day of Pentecost.</p> <p>I can explain briefly how Catholics and Pentecostals think differently about the Holy Spirit work today.</p>

**Appendix 1 11.Creation (Learning steps using Chester Diocesan Syllabus)****Expected Outcomes**

<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>
<p>I can say why I think God thought the world was good in the story.</p> <p>I can understand that Christians believe that humans should take care of the world.</p>	<p>I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story.</p> <p>I can explain how Adam and Eve's sin spoilt the world in the story.</p> <p>I can suggest at least 2 reasons why Christians look after their local environment.</p> <p>I can suggest reasons why Christians say thank you at Harvest time.</p>	<p>I can suggest at least 3 ways Christians look after the wider world.</p> <p>I can suggest 4 reasons why Fair Trade and World Vision do the work they do.</p> <p>I can describe what Christians might learn from the two creation stories in Genesis.</p> <p>I can suggest some good questions people ask about creation and compare my answers with others.</p>	<p>I can talk about some of the different ideas Christians have about sharing world resources and give examples.</p> <p>I can suggest why Christians may want to share world resources and give a biblical context.</p> <p>I can talk about some of the differing ideas Christians have about the origins of the world.</p> <p>I can explain why Christians may have differing ideas about how the origins of the world.</p>

Appendix 1 12. World Religions (Learning steps using Chester Diocesan Syllabus)		Expected Outcomes	
	End of KS 1 (Yr.1/2)	End of lower KS 2 (Yr.3/4)	End of upper KS 2 (Yr.5/6)
Judaism	<p>I can recount the main details of the Joseph story and explain what it teaches about people who follow G-d.</p> <p>I can explain how Shabbat is a very special Jewish meal and describe the main things that take place.</p> <p>I can describe how this helps Jews keep their promise to G-d every week.</p> <p>I can recount the creation story and explain what it teaches about Jews about Shabbat.</p> <p>I can recount the Exodus story and explain why it is important and what it teaches Jews about G-d</p>		<p>I can make links between the Exodus story and the symbolism of the Passover celebration.</p> <p>I can suggest why Passover is celebrated as an act of remembrance today and why it is important for Jews.</p>
Hinduism		<p>I can describe what some Hindus believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p>I can suggest some roles that Hindu gods and goddesses have.</p> <p>I can explain how Hindus believe God to be in everything and give examples.</p> <p>I can describe what some Hindu families believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p>I can recall how Hindus believe God to be in everything and give examples.</p>	<p>I can recall key facts about Rama and Sita and explain why they are important to Hindus.</p> <p>I can raise questions and suggest relevant answers about the celebration of Diwali.</p> <p>I can explain the Hindu belief of good over evil seen in the story and link this with the celebration of Diwali.</p> <p>I can explain why the Hindu ideas of reincarnation, karma and moksha are important to Hindus.</p> <p>I can explain and give examples how these beliefs might affect the way a Hindu lives life.</p>
Islam		<p>I can describe what some Muslims believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p>I can recall all the key facts about the prophet Muhammad (pbuh) and explain why he is important to Muslims.</p> <p>I can raise and suggest answers to relevant questions about the 'Night of Power.</p>	<p>I can explain how a mosque shows that the idea of 'one' community is important to Muslims.</p> <p>I can link the idea of belief in Allah as 'one' (tawhid) with the idea of the oneness in the Muslim community (Umma).</p> <p>I can explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and contribute to the wider society.</p>