

Curriculum Skills and Progression Map



RE

Early Years Foundation Stage	Key Stage One
<p>Through planned, purposeful play and through a mix of adult-led and child-initiated activity, RE provides these opportunities for pupils across the curriculum.</p> <p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> • children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different traditions and communities; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different communities. <p style="text-align: center;">Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously; • talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and be sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others’ needs and feelings and form positive relationships. <p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> • children talk about similarities and differences between themselves and others, among families, communities and traditions; 	<p style="text-align: center;">Know about and understand religions and worldviews</p> <p>A1. 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.</p> <p>A2. 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.</p> <p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p style="text-align: center;">Express ideas and insights into religions and worldviews</p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p style="text-align: center;">Gain and deploy the skills for learning from religions and worldviews</p> <p>C1. 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.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

<ul style="list-style-type: none"> begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs. <p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> children use their imagination in art, music, dance, imaginative play, rôle-play and stories to represent their own ideas, thoughts and feelings; respond in a variety of ways to what they see, hear, smell, touch and taste. <p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> children access a wide range of books, poems and other written materials to ignite their interest. <p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> children recognise, create and describe some patterns, sorting and ordering objects simply. 	
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EYFS & KS1 Progression from Nottinghamshire Agreed Syllabus		
Progression in Language: key words and core concepts	Early Years Foundation Stage Curiosity and Experience	Key Stage One Exploring and Discovering
The general language of religious study	Religion, special books, special places, special stories, prayer.	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, Creation story.
Christianity	Christmas, Bible, church, Jesus.	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.
Judaism	Moses, Passover, Torah, synagogue.	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, Shabbat.
Progression in Learning: knowledge, expression and skills	Early Years Foundation Stage Curiosity and Experience	Key Stage One Exploring and Discovering
	Which stories are special and why?	Who celebrates what, and why?
	Which people are special and why?	How do we show we care for others? Why does it matter?
	What places are special and why?	Stories of Jesus: What can we learn from them?
	What times are special and why?	In what ways are churches/synagogues important to believers?
	Belonging. Who are we and how do we belong?	What makes some people inspiring to others? Moses and Saint Peter
	Our wonderful world: how can we care for living things and the earth?	What do Jewish people believe about God, creation, humanity, and the natural world?
		What is it like to belong to the Christian religion today?
		Jewish and Christian stories: How and why are some stories important in religions?

KS1 Progression from Nottinghamshire Agreed Syllabus

Aims in RE	At the end of KS1 most pupils will be able to:	Progression Steps Bold: key words to use when assessing. (): reference on end of unit & year assessments
Knowing about and understanding religions and worldviews		
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	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.	Recall , name and talk about materials in RE. (K1)
A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews.	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.	Retell stories, suggesting meanings for sources of wisdom, festivals, worship. (K2)
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Describe religions and worldviews, connecting ideas. (K3)
Expressing and communicating ideas related to religions and worldviews		
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and 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 , notice and recognise materials in RE. (E1)
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Ask questions and give opinions about religions, beliefs and ideas. (E2)
B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews.	Give thoughtful responses using different forms of expression in RE. (E3)
Gaining and deploying the skills for studying religions and worldviews		
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	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.	Notice and find out about religions and worldviews. (S1)
C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Collect, use and respond to ideas in RE. (S2)
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Consider and discuss questions, ideas and points of view . (S3)

	UC Creation	Incarnation	Gospel	Salvation	Incarnation (2)	Judaism	God
Early Years Foundation Stage	<p>Key Question: How can we care for our wonderful world? (Links with F6 Our wonderful world: how can we care for living things and the earth?)</p>	<p>Key Question: Why do Christians perform Nativity plays at Christmas? (Links with F4 What times are special and why?)</p>	<p>Key Question: How can we help others when they need it? (Links with F1 Which stories are special and why?)</p>	<p>Key Question: Why do Christians put a cross in an Easter garden? (Links with F4 What times are special and why?)</p>	<p>Key Question: What makes every person unique and precious? (Links with F5 Belonging: who are we and how do we belong? and F2: Which people are special and why?)</p>		<p>Key Question: Why is the word God so important to Christians? (Links with F3 What places are special and why?)</p>
	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe God is Creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe Jesus came to show God's love. Christians try to show love to others. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Jesus' name means 'He saves'. Christians remember Jesus' last week at Easter. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe Jesus came to show that all people are precious and special to God. 		<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> The word God is a name.
	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> This section looks at what the Bible says about God. For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals. 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Connect the baby Jesus with the adult Jesus and explore the idea that for Christians, Jesus is not just a baby, but God. Christians say Jesus was a special baby because he came from God; Christians believe he was God born as a baby; Christians say he was God come to be with us on earth as the friend and rescuer of human beings. 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Jesus gave two great commandments: 'Love God' and 'Love your neighbour as you love yourself.' The two are inextricably linked. The Good Samaritan- Who is the hero in this Christian story? What does the story teach about helping? Jesus told the story to someone who needed to understand that anyone 'in need' was someone we should try to help. 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> This section looks at what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection. 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> For Christians, each individual human is unique, and known and loved unconditionally by God. Each is made in the image of God and of infinite worth. Humans do not need to earn God's love. 		<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Christians are taught to respect God's name and use it with love and care because God is holy and great.
	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Christians believe they are called by God to care for the world. Christians often sing about God the Creator. Many Christians: <ul style="list-style-type: none"> Declare their faith in 'God the Father almighty, maker of heaven and earth' when they say the creed together at church. Express their understanding of God as Creator in artwork, banners or stained glass. Also celebrate harvest, Animal Welfare Sunday or a pet service as a thank-you for God's creation and provision. 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Presents are an important part of Christmas, a reminder of the gifts of the Wise Men to Jesus, but for Christians, presents are also a reminder of the greatest gift: the gift of Jesus, God's Son. Many Christians like to do something to help others over Christmas. 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Christians may light a candle to show they've prayed, to ask God to help. God is the real helper, not the candle! 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> How do Christians use crosses to celebrate Easter at home and at church? 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Some members of the church stand by the door on Sunday morning as 'welcomers'. Some families like to have their babies christened (baptised) and welcomed into the church family, but sometimes the vicar is asked if he/she will help a family just say 'thank you' for their baby. There is a special service of thanksgiving for this occasion. 		<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. A church is a Christian place of worship. Worship is about people showing how much God is worth to them.
<p>Making Links/Philosophy In EYFS, the Making Connections element of the approach is woven throughout all activities.</p>							

	UC Creation	Incarnation	Gospel	Salvation	Incarnation (2)	Judaism	God
Year 1 (Core Learning)	<p>Key Question: Who made the world? (links to NAS Unit 1:2 Myself and Caring for Others)</p>	<p>Key Question: Why does Christmas matter to Christians? (links to NAS Unit 1:1 Celebrations and Festivals)</p>	<p>Key Question: What is the Good News Jesus brings? (links to NAS Unit 1:3 Beliefs and Teachings)</p>	<p>Key Question: Why does Easter matter to Christians? (links to NAS Unit 1:1 Celebrations and Festivals)</p>		<p>Key Question: In what ways are churches/synagogues important to believers? NAS Unit 1:4 Symbols in religious worship and practice</p>	<p>Key Question: What do Christians believe God is like?</p>
	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life. 		<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Synagogue & local churches visits. 	<p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.
	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. (K2) Recognise that 'Creation' is the beginning of the 'big story' of the Bible. (K2) Say what the story tells Christians about God, Creation and the world. (K2) 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. (K2) Recognise that stories of Jesus' life come from the Gospels. (K2) 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. (K2) Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. (K2) Recognise that Jesus gives instructions to people about how to behave. (K2) 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. (K2) Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). (K2) Recognise that Jesus gives instructions about how to behave. (K2) 		<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Recall and name key objects from a church and a synagogue. (K1) Suggest a meaning for some Jewish and Christian symbols. (K1) Recognise that holy buildings are connected to beliefs about worshipping God and talk about the connections.(E1) 	<p>Making Sense of the Text/Theology</p> <ul style="list-style-type: none"> Identify what a parable is. (K2) Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. (K2) Give clear, simple accounts of what the story means to Christians. (K2)
<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say thank you to God for the Creation. (S2) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. (S2-3) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> 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. (S2) Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. (S2) 		<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> Ask questions about what happens and why in holy buildings. (E2) Recount their visit to a holy building e.g. by talking about photographs taken there. (K1) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> 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. (S2) Give an example of how Christians put their beliefs into practice in worship; by 	

			example: charity, confession). (S2)				saying sorry to God, for example. (S2)
	Making Links/Philosophy <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world. (E2-3) 	Making Links/Philosophy <ul style="list-style-type: none"> Decide what they personally have to be thankful for at Christmas time. (E2) 	Making Links/Philosophy <ul style="list-style-type: none"> 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. (E2) 	Making Links/Philosophy <ul style="list-style-type: none"> 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. (E2-3) 		Making Links/Philosophy <ul style="list-style-type: none"> Express an idea of their own about why some people go to holy buildings. (E2) Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces. (S2) 	Making Links/Philosophy <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E2)
	UC Creation	Incarnation	Gospel	Salvation	Incarnation (2)	Judaism	God
Year 2 (Digging Deeper)	Key Questions: Who made the world? (links to NAS Unit 2:2 Believing: What do Jewish people believe about God, creation and the natural world? What are some ways Jewish people show their beliefs and how they belong?)	Key Question: Why does Christmas matter to Christians?	Key Question: What is the Good News Jesus brings? (links to NAS Unit 2:3 Belonging)	Key Question: Why does Easter matter to Christians?		Key Questions: How and why some stories are important in religion? What can we learn from these stories and from the Torah and the Bible? What makes some people inspiring to others? NAS Unit 2:4 Story & Unit 2:1 Leaders	Key Question: What do Christians believe God is like?
	Knowledge Building Blocks <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	Knowledge Building Blocks <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	Knowledge Building Blocks <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	Knowledge Building Blocks <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life. 		Retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people and Christians (teach the children that these stories are also in the Christian Bible).	Knowledge Building Blocks <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.
	Making Sense of the Text/Theology <ul style="list-style-type: none"> Say what the story tells Christians about God, Creation and the world. (K2) 	Making Sense of the Text/Theology <ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big Story' of the Bible. (K2) Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. (K2) 	Making Sense of the Text/Theology <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. (K2) Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. (K2) 	Making Sense of the Text/Theology <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. (K2) Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). (K2) 		Making Sense of the Text/Theology <ul style="list-style-type: none"> Retell a story from the Jewish Bible skilfully. (K2) Suggest a meaning for the story. (K2) Recognise and talk about the role God plays in stories from the Jewish Bible. (S1) 	Making Sense of the Text/Theology <ul style="list-style-type: none"> Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. (K2) Give clear, simple accounts of what the text means to Christians. (K2)

	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> • Give at least two examples of what Christians do to look after the world for God. (S2) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. (S3) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs: for example, thanking God in prayer. (S2) • Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. (S2) 	<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. (S2) 		<p>Understanding the Impact/Human & Social Sciences</p> <ul style="list-style-type: none"> • Ask questions about the stories they study and suggest answers. (E2) • Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? (S2) 	<p>Understanding the Impact/Human & Social Sciences</p> <p>Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. (S2)</p> <p>Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. (S2)</p>
	<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • Think, talk and ask questions amazing world. (E2-3) 	<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. (E2-3) 	<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. (E2) 	<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • 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. (E2-3) 		<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • Express an idea of their own about some of the big questions the work throws up. (E2) • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. (S1-2) 	<p>Making Links/Philosophy</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E2-3)