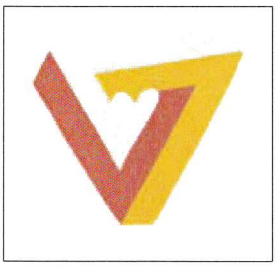
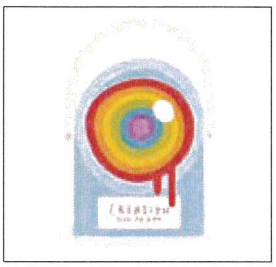
5. CORE CONCEPTS AND THE 'BIG STORY' OF THE BIBLE

The following core concepts are explored in the *Understanding Christianity* approach, as part of the 'big story' of salvation:



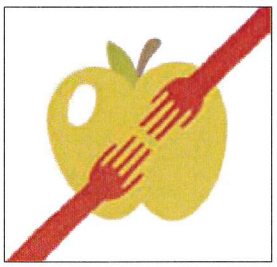
1. GOD

Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.



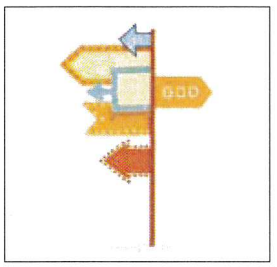
2. CREATION

The universe and human life are God's good creation. Humans are made in the image of God.



3. FALL

Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.



4. PEOPLE OF GOD

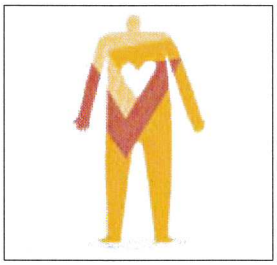
The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,[5] who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.

5. Prophecy is a key concept that will be explored in the project resources, along with the concept of 'wisdom' – which encompasses writing and teaching about how Christians should live and behave in relationship with God.

This account and these concepts represent one way to make sense of Christian belief and practice. The brief version presented here is necessarily simplified, and there are other ways of understanding Christian teaching. Many Christians might prefer not to down-grade Jesus to being a mere 'solution' to the problem of sin, and argue that Jesus' incarnation represents the boundless love of the Creator seeking the best for human beings, regardless of the cost. The resources indicate some areas of disagreement and diversity.

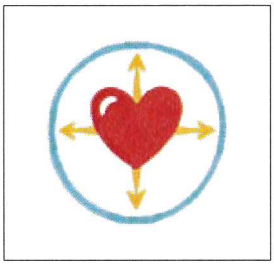
Through these concepts, pupils encounter a range of biblical texts, placed within a wider theological context. They consider the nature of God and what it means for Christians to be in relationship with the Creator. They explore Christian understanding of the relationship between God and his people in the Old Testament, and make sense of messianic expectations and Christian belief in their fulfilment in Jesus.

Pupils explore the life, teaching, death and resurrection of Jesus, within this wider historical and theological context. They consider the present and future aspects of the Kingdom of God. Pupils examine the impact of these beliefs and their outworking in the lives of Christians, through (for example) celebrations, festivals, rituals, creative and spiritual expression, actions and activism, expressions of love and compassion, calls for justice and ethical responses.



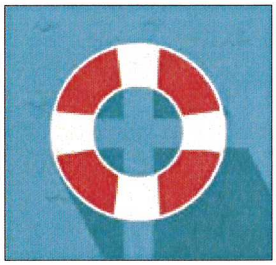
5. INCARNATION

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.



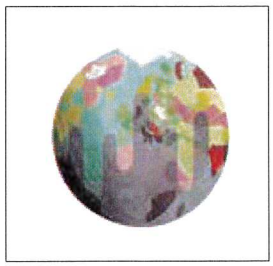
6. GOSPEL

Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.



7. SALVATION

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

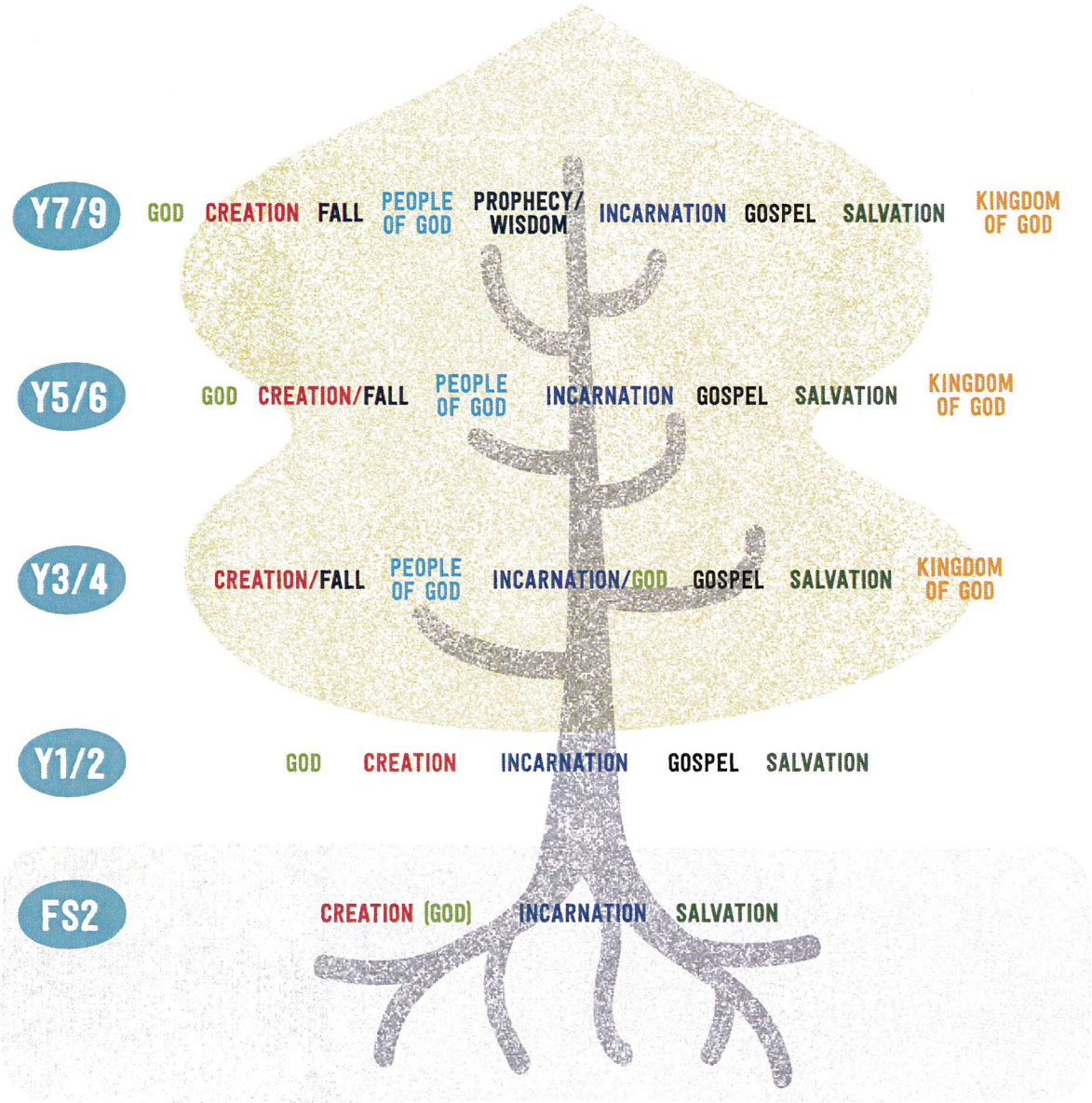


8. KINGDOM OF GOD

This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

6. CORE KNOWLEDGE: WHAT DO WE WANT PUPILS TO KNOW?

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.



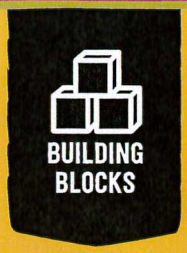
This diagram shows how the concepts are revisited, with further learning growing from the roots of the foundational knowledge in Early Years, KS1 and above

OVERVIEW: CORE CONCEPTS AND KEY QUESTIONS

The key question overview shows how the core concepts are revisited as pupils move through school. Questions are explored in relation to the Bible, the Christian community and wider Christian living. Units of work comprise a **'core learning' section, approximately 6–8 hours of teaching and learning, and an optional 'digging deeper'** section, with ideas and resources for another 4–6 hours (see pp.38–39 for more on the structure of units).

CONCEPT	FS2	Y1/2	Y3/4
GOD		1.1 What do Christians believe God is like?	(See 2a.3 Trinity/ Incarnation)
CREATION	F1 Why is the word 'God' so important to Christians?	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?
FALL			
PEOPLE OF GOD			2a.2 What is it like to follow God?
PROPHECY			
WISDOM			
INCARNATION	F2 Why do Christians perform nativity plays at Christmas?	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?
GOSPEL		1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?
SALVATION	F3 Why do Christians put a cross in an Easter garden?	1.5 Why does Easter matter to Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'?
KINGDOM OF GOD			2a.6 When Jesus left, what was the impact of Pentecost?

Y5/6	Y7/8/9
2b.1 What does it mean if God is holy and loving?	**3.1 If God is Trinity, what does that mean for Christians?**
2b.2 Creation and science: conflicting or complementary?	**3.2 Should Christians be greener than everyone else?**
	3.3 Why are people good and bad?
2b.3 How can following God bring freedom and justice?	**3.4 Does the world need prophets today?**
	3.5 What do we do when life gets hard?
2b.4 Was Jesus the Messiah?	**3.6 Why do Christians believe Jesus is God on Earth?**
2b.5 What would Jesus do?	**3.7 What is so radical about Jesus?**
2b.6 What did Jesus do to save human beings? [Y5] **2b.7 What difference does the resurrection make for Christians? [Y6]**	**3.8 [*Salvation unit online*]**
2b.8 What kind of king is Jesus?	**3.9 [*Kingdom of God unit online*]**



CONCEPTUAL 'BUILDING BLOCKS'

The following pages indicate the 'building blocks' of core knowledge for teaching about Christianity. The units of work give a key question and apply the teaching and learning approach to these 'building blocks'. Of course, this does not represent all of Christian belief, life, practice or tradition, and is necessarily selective. It is not limiting – it would be great if pupils learned more than this – but it does show the kind of theological understanding and its application to Christian living that the resources expect pupils to begin to grasp as they make progress through the school.

GOD

EYFS	End KS1 (7)	End lower KS2 (9)
SEE CREATION	**Pupils will know that:** · Christians believe in God, and that they find out about God in the Bible. · Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. · Christians worship God and try to live in ways that please him.	**Pupils will know that:** · Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). · Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. · Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. · Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.

End KS2 (11)

Pupils will know that:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.
- Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.

End KS3 (14)

Students will know that:

- Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice.
- Ideas of God have varied (and still do) within the Christian Church, and that different emphases lead to different ways of living (for example, some Christians explain how and why God allows suffering; others cannot, but still trust God).
- Christians can use the Bible to describe God in different ways.
- It is not simple to talk about God, and language about God might use analogy, symbol, or metaphor and still not get close to what God is 'really' like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems – some might say it is more important to get on with loving God and their neighbour.

BUILDING BLOCKS

CREATION AND FALL

EYFS	End KS1 (7)	End lower KS2 (9)
Children will know that: · The word God is a name. · Christians believe God is Creator of the universe. · Christians believe God made our wonderful world and so we should look after it.	**Pupils will know that Christians believe:** · 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.	**Pupils will know that Christians believe:** · God the Creator cares for the creation, including human beings. · As human beings are part of God's good creation, they do best when they listen to God. · The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). · This means that humans cannot get close to God without God's help. · The Bible shows that God *wants* to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. · Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

End KS2 (11)

Pupils will know that:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

End KS3 (14)

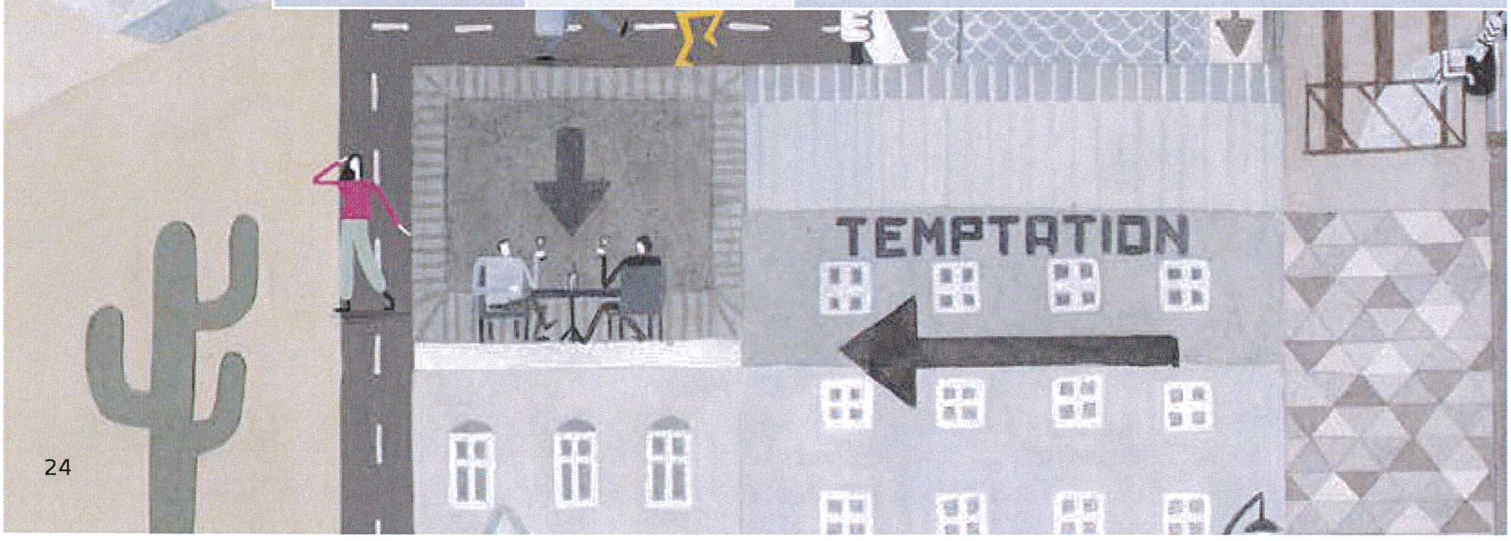
Students will know that Christians believe:

- Creation reveals something about the nature of God (for example, powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator.
- Humans have a responsibility to Creation, as stewards.
- Genesis 1 and Genesis 2 present different pictures of God.
- There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways.
- Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator.
- The story of 'the Fall' (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus).
- The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God.
- The idea that human beings are flawed and in need of God's salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology.
- Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.

BUILDING BLOCKS

PEOPLE OF GOD

EYFS	End KS1 (7)	End lower KS2 (9)
		Pupils will know that: · The Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God. · The People of God try to live in the way God wants, following his commands and worshipping him. · They believe he promises to stay with them and Bible stories show how God keeps his promises. · The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. · Christians believe that, through Jesus, all people can become the People of God.



End KS2 (11)

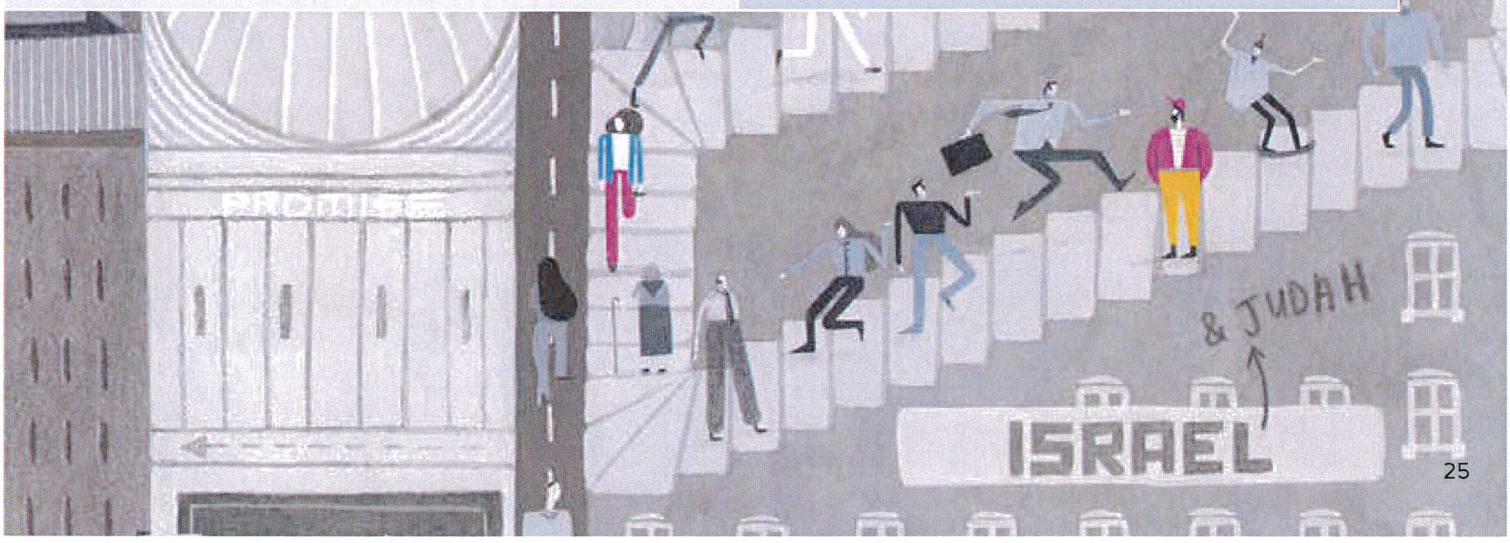
Pupils will know that:

- The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
- Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.

End KS3 (14)

Students will know that Christians believe:

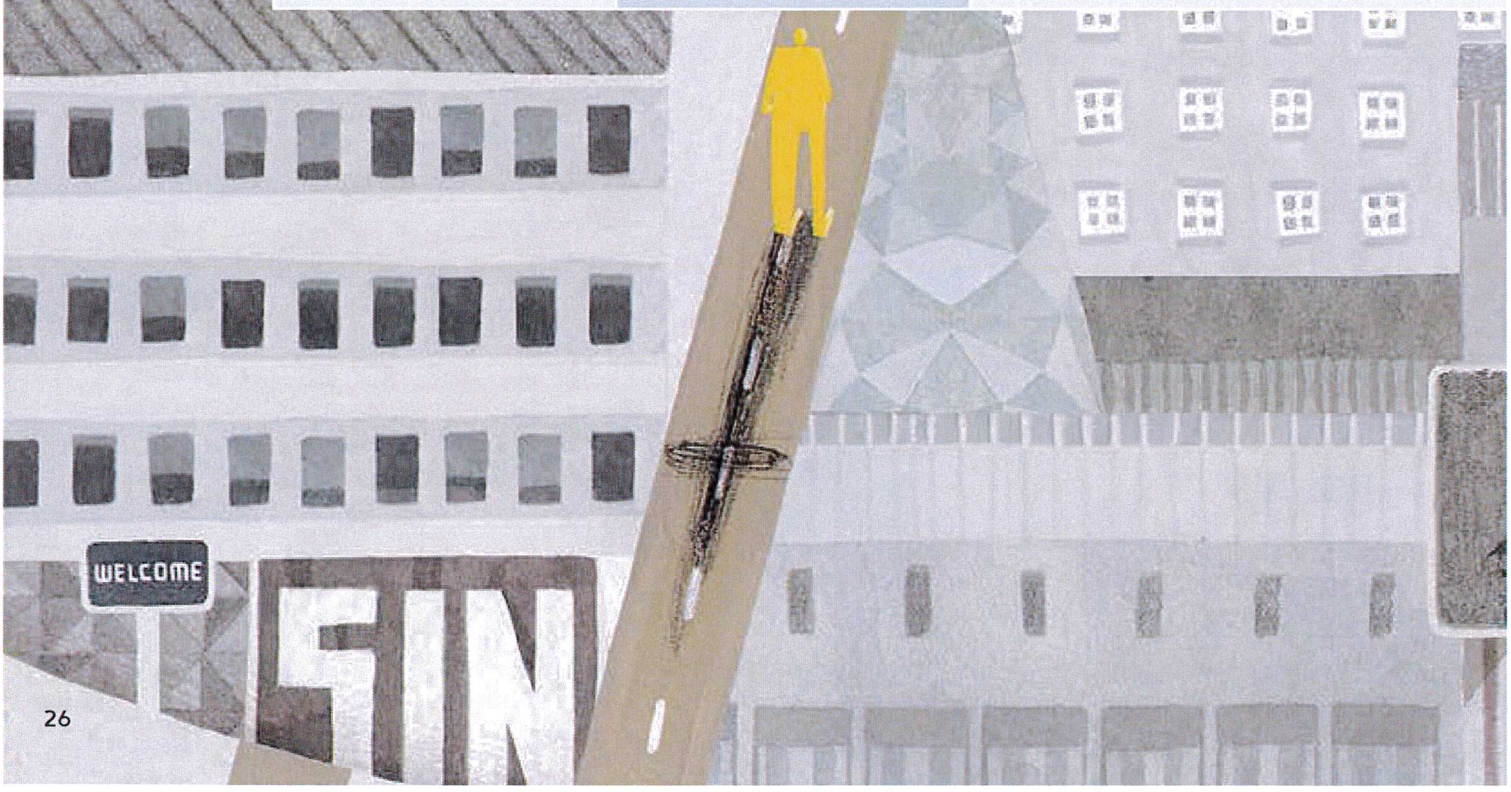
- The People of God did not always live according to the Law. Prophets spoke out through words and symbolic actions, declaring 'the word of the Lord'.
- Prophets called people back to God's Law – they reminded the People of God that their relationship with God was a covenant, or agreement; if they keep breaking the terms of the agreement, there would be difficulties.
- The People of God often ignored the voice of the prophet, but sometimes would repent and come back to God. Then the cycle would start all over again.
- The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God.
- Christians today often focus on the call for social justice as an indicator of how far they are living as the People of God.
- The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life.

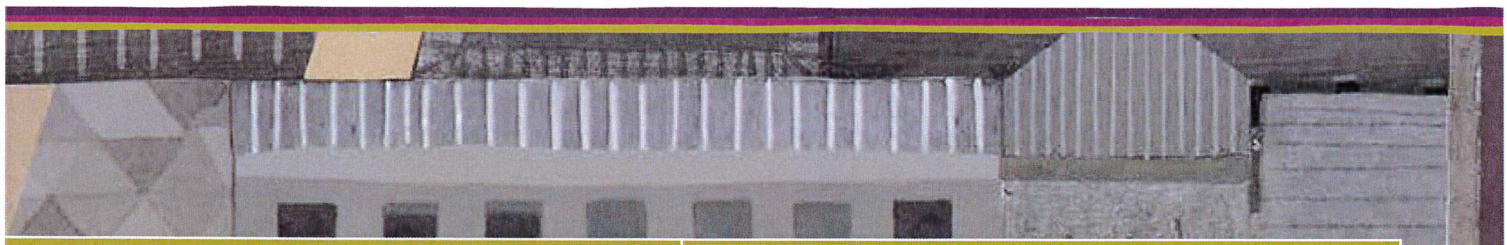


BUILDING BLOCKS

INCARNATION

EYFS	End KS1 (7)	End lower KS2 (9)
Children will know that: · Christians believe God came to Earth in human form as Jesus. · Christians believe Jesus came to show that all people are precious and special to God.	**Pupils will know that:** · 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, and Advent for Christians is a time for getting ready for Jesus' coming.	**Pupils will 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. · Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. · Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. · Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.





End KS2 (11)

Pupils will know that:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (see Salvation).

End KS3 (14)

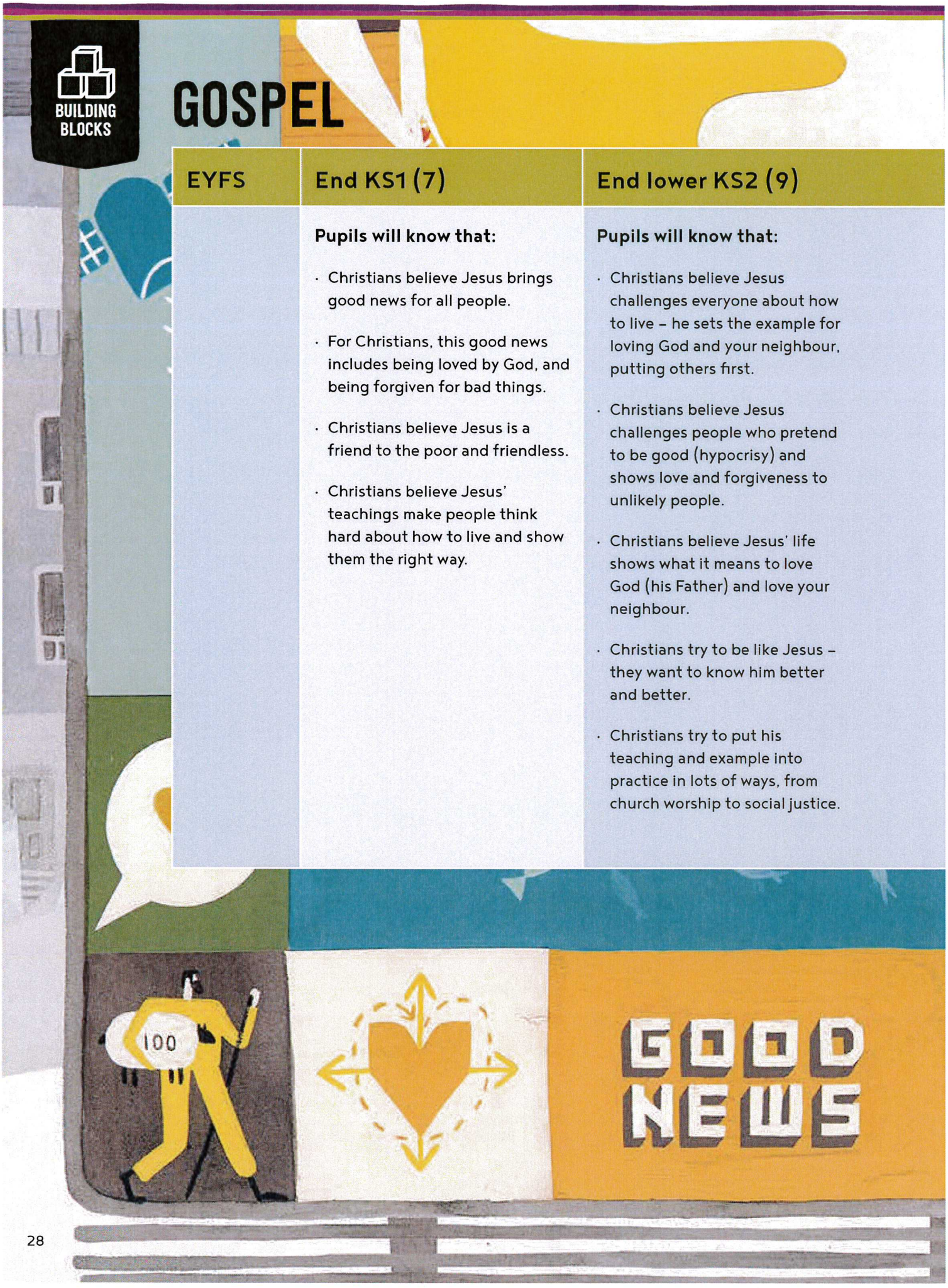
Students will know that:

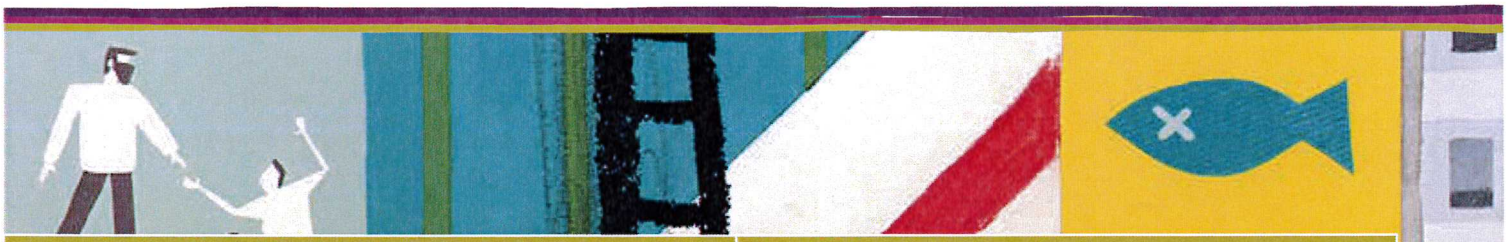
- Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like.
- Christians believe Jesus' life offers a pattern for humans and models the way humans should be.
- Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God.
- Christians believe the incarnation validates the physical creation and the human body (for example, in the Orthodox tradition).
- For Christians, Jesus' life and teaching exemplify God's interest in, care for and love of the poor and vulnerable.

BUILDING BLOCKS

GOSPEL

EYFS	End KS1 (7)	End lower KS2 (9)
	Pupils will know that: · 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.	**Pupils will know that:** · Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. · Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. · Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. · Christians try to be like Jesus – they want to know him better and better. · Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.





End KS2 (11)

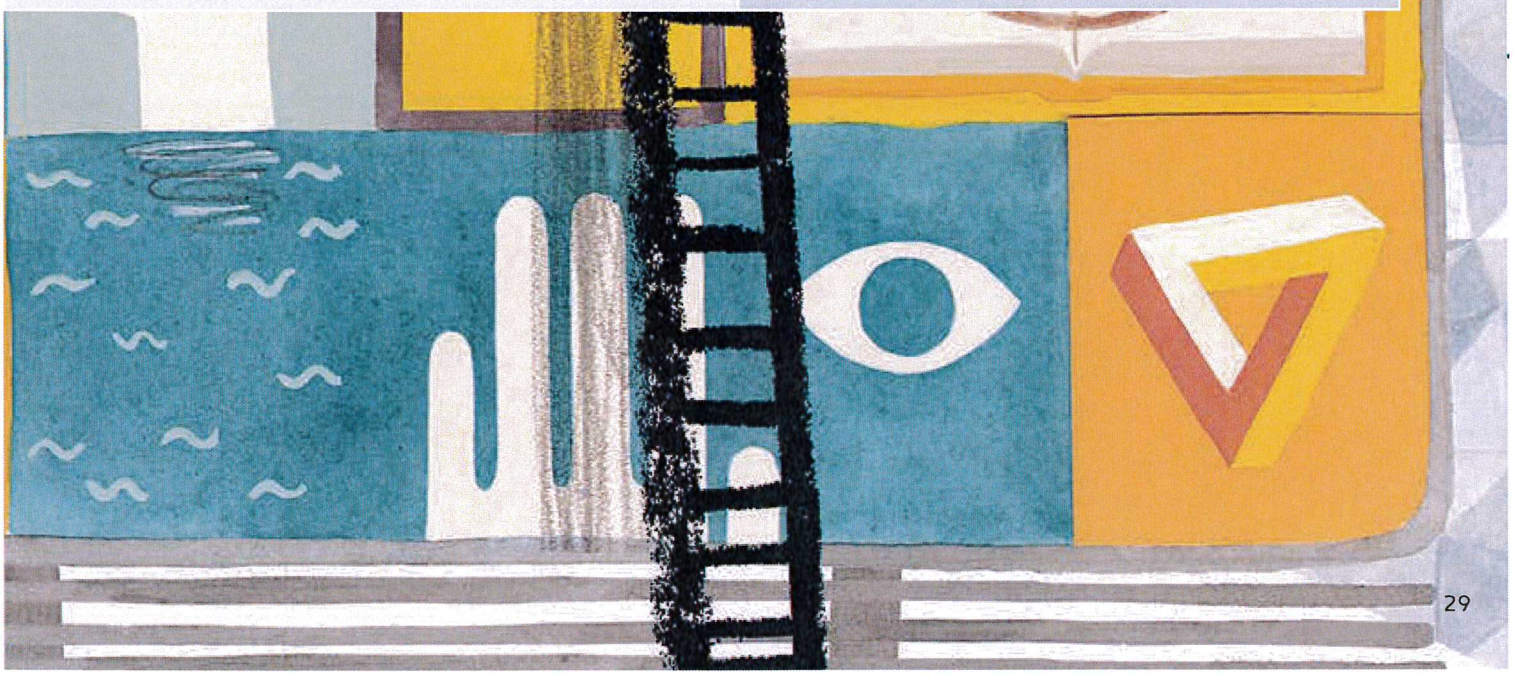
Pupils will know that:

- Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

End KS3 (14)

Students will know that:

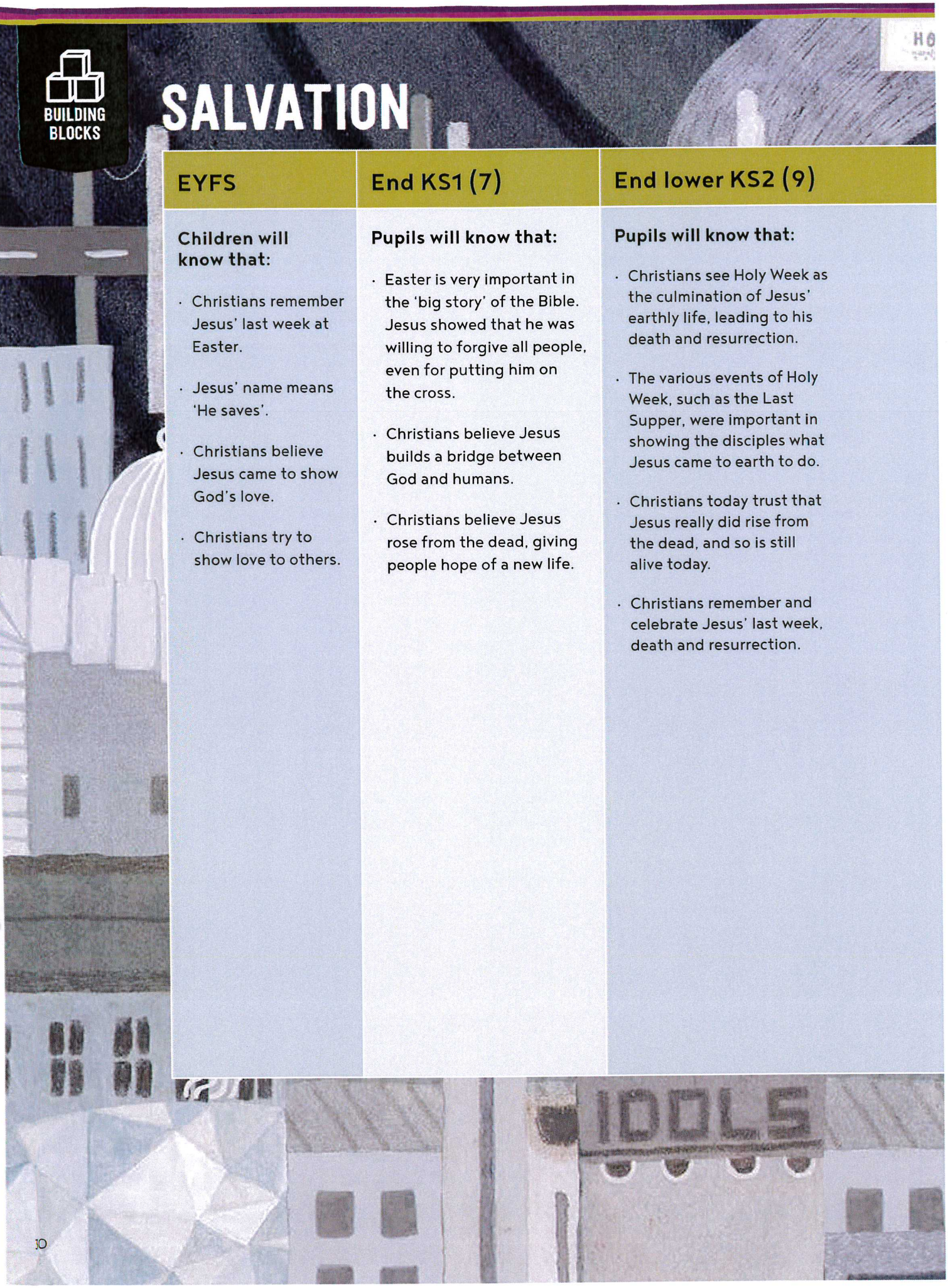
- Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule.
- The Bible teaches that the good news is for all people, and should bring liberation in individuals' lives and transform communities.
- Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and in the wider world.
- Christians believe the good news points toward a future rule of God when wisdom will prevail, and evil and suffering will end. (See also Kingdom of God.)
- Jesus' teachings have influenced Christians and others beyond the Christian tradition.

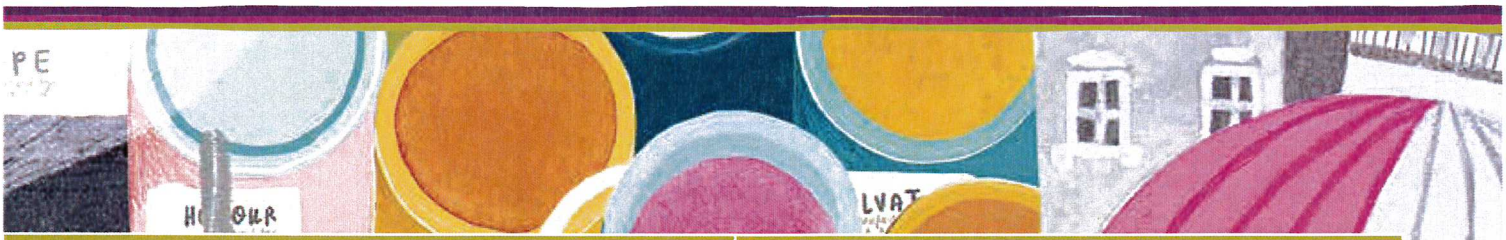


BUILDING BLOCKS

SALVATION

EYFS	End KS1 (7)	End lower KS2 (9)
Children will know that: · Christians remember Jesus' last week at Easter. · Jesus' name means 'He saves'. · Christians believe Jesus came to show God's love. · Christians try to show love to others.	**Pupils will know that:** · 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 from the dead, giving people hope of a new life.	**Pupils will know that:** · Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. · The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. · Christians today trust that Jesus really did rise from the dead, and so is still alive today. · Christians remember and celebrate Jesus' last week, death and resurrection.





End KS2 (11)

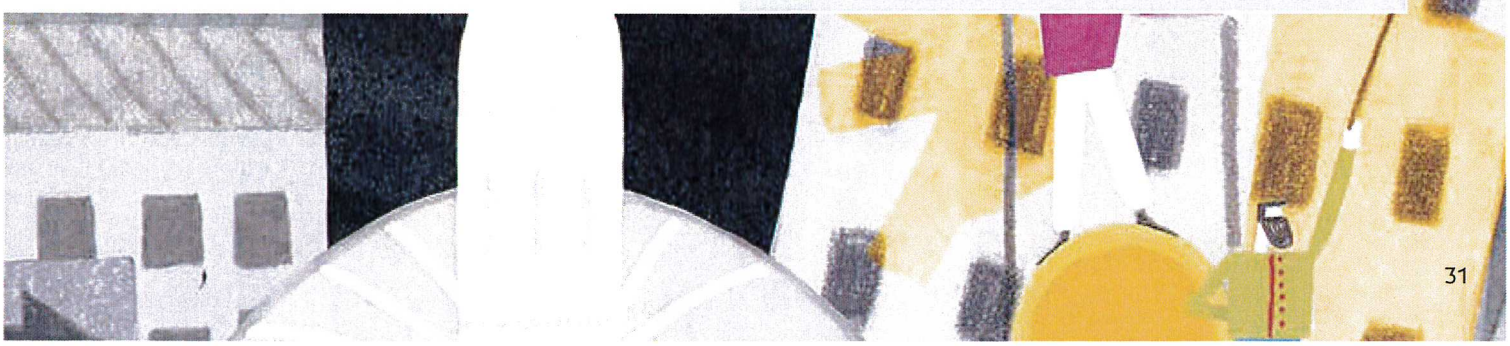
Pupils will know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).
- 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.

End KS3 (14)

Students will know that:

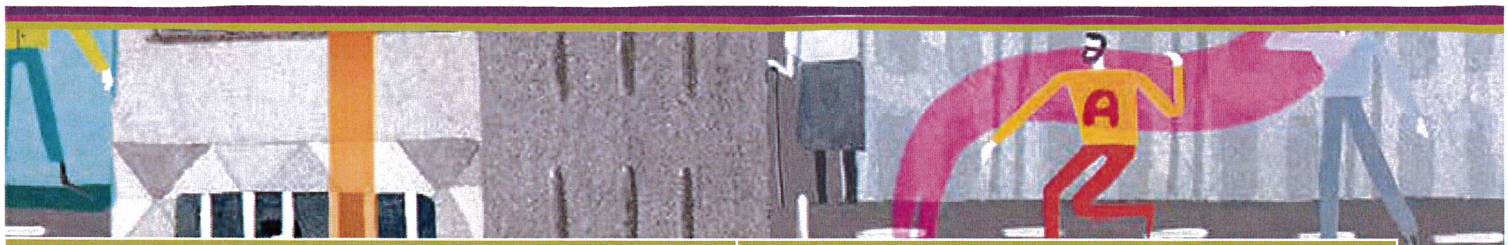
- For Christians, salvation is a deep concept that incorporates all the others in this scheme. It includes healing of the whole person, of society and of the natural world.
- For Christians, different ways of understanding how Jesus brings salvation depends upon which aspect of Jesus' significance they emphasise: for example, his teaching, his example, his death, his resurrection and so on.
- For Christians, the Holy Spirit carries on the work of sanctification in their lives, helping them to be more like Jesus, restoring the image of God.



BUILDING BLOCKS

KINGDOM OF GOD

EYFS	End KS1 (7)	End lower KS2 (9)
		Pupils will know that: · Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) · Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. · Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. · Christians celebrate Pentecost, as the beginning of the Church. · Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.



End KS2 (11)

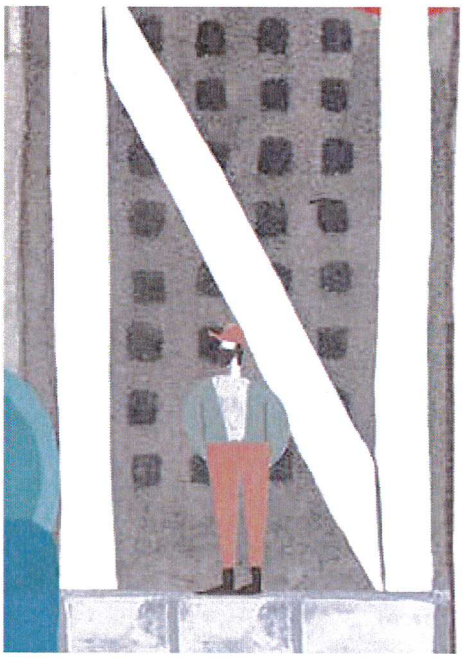
Pupils will know that:

- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The parables suggest that there will be a future Kingdom, where God's reign will be complete.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

End KS3 (14)

Students will know that:

- For Christians, the future element of the Kingdom of God suggests a renewed heaven and earth, transforming the current creation, but taking account of human achievement (as humans are made 'in the image of God'), rather than wiping it away.
- There are different Christian understandings about life after death (soul; resurrection or re-creation; timeless beatific vision or everlasting life), but God's rule is seen as fundamental.
- Different readings of apocalyptic texts (for example, Revelation) are a feature of contemporary Christian beliefs, and these have an impact on how some Christians live now.



END-OF-PHASE OUTCOMES

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end-of-phase outcomes related to each element. Each unit takes bullet points from these end-of-phase outcomes and applies them specifically to the unit questions.

Teaching and learning approach	End KS1 *Pupils will be able to:*	End lower KS2 *Pupils will be able to:*
ELEMENT 1: **Making sense of the text** Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	· Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. · Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. · Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. · Give clear, simple accounts of what the texts mean to Christians.	· Order at least five key concepts within a timeline of the Bible's 'big story'. · List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. · Make clear links between biblical texts and the key concepts studied. · Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
ELEMENT 2: **Understanding the impact** Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	· Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. · Give at least three examples of how Christians put their beliefs into practice in church worship.	· Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. · Describe how Christians show their beliefs in worship and in the way they live.
ELEMENT 3: **Making connections** Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	· Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.	· Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. · 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.

End KS2 *Pupils will be able to:*	End KS3 *Students will be able to:*
• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.	• Give reasoned explanations of how and why the key Christian concepts studied are related; for example, how they fit into a 'salvation narrative' of the Bible. • Explain different types of text used in the Bible to illustrate key concepts, considering what interpretations are appropriate. • Suggest meanings of biblical concepts and texts, explaining their ideas with reasons and evidence. • Apply different methods of interpretation to texts to show how Christians make sense of the Bible.
• Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways; for example, in different denominations.	• Give reasons and examples to explain how and why Christians respond to Bible texts and the concepts studied, and are influenced by them, as individuals, in church communities, and in the wider world. • Show how Christians make moral and religious decisions. • Explain why Christians apply texts differently.
• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	• Give coherent accounts of the implications of biblical ideas and beliefs in the modern world (including local and global examples), and evaluate personally and impersonally how far these ideas help to make sense of the world. • Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.