



Progression in RE

Intent:

At Ashton St. Peters School, we believe that the teaching of RE is essential in developing children's understanding of the meaning and purpose in life, beliefs and values about God, an understanding of World religions, issues of right and wrong and what it means to be human. The RE agreed syllabus 2018 – 2023, for Bedford Borough, Central Bedfordshire and Luton, enables the pupils to gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. It will help them gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Additionally it will help them learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Pupils are to study, in depth, the religious traditions of the following groups:

Reception	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.
Key Stage 1	Christians, Jews and /or Muslims .
Key Stage 2	Christians, Muslims, Hindus and Jews.

What are we aiming for pupils to achieve? (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 for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. The outcomes on this page are woven into every aspect of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.

Teaching and learning approach	End of KS1, aged 7 Pupils can ...	End of lower KS2, aged 9 Pupils can ...	End of KS2, aged 11 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.	- Identify some core beliefs and concepts studied and give a simple description of what they mean	- Identify and describe the core beliefs and concepts studied	- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
	- Give examples of how stories show what people believe (e.g. the meaning behind a festival)	- Make clear links between texts/sources of wisdom and authority and the core concepts studied	- Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts
	- Give clear, simple accounts of what stories and other texts mean to believers	- Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers	- Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Teaching and learning approach	End of KS1 Pupils can ...	End of lower KS2 Pupils can ...	End of KS3 Pupils can ...
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</p>	- Give examples of how people use stories, texts and teachings to guide their beliefs and actions	- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the ways they live	- Make clear connections between what people believe and how they live, individually and in communities
	- Give examples of ways in which believers put their beliefs into practice	- Identify some differences in how people put their beliefs into practice	- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Teaching and learning approach	End of KS1 Pupils can ...	End of lower KS2 Pupils can ...	End of KS2 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own</p>	- Think, talk and ask questions about whether the ideas they have been studying have something to say to them	- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently

<p>lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<p>- Give a good reason for the views they have and the connections they make</p>	<p>- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>- Respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</p>
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