

 **RE teaching is intended to enable pupils to make progress with these skills:**

**Early Years Foundation Stage:**

* Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship
* Listen to and talk about stories
* Use all their senses to explore beliefs, practices and forms of expression
* Ask questions and reflect on their own feelings and experiences
* Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live

**Key stage 1:**

* Identify core beliefs and concepts studied and give a simple description of what they mean ~ beginning to use some subject-specific vocab
* Give examples of how stories show what people believe
* Give clear, simple accounts of what stories and other texts mean to believers
* Give examples of how people use stories, texts and teachings to guide their beliefs and actions
* Give examples of ways in which believers put their beliefs into practice
* Think, talk and ask questions about whether the ideas they have been studying, have something to say about them
* Give a good reason for the views they have and the connections they make
* Use and respond to ideas

**Lower Key stage 2:**

* Identify and describe the core beliefs studied
* Make clear links between texts/sources of authority and core concepts studied
* Offer informed/considered suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
* 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 way they live
* Articulate thoughtfully, their own reactions and ideas about religious questions and practices.
* Identify some differences in how people put their beliefs into practice
* Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
* Raise important questions or suggest answers about how far the beliefs and practices studied might make a difference to how people think and live
* Join in discussion about issues arising from the study of religion
* Give good reasons for the views they have and the connections they make

**Upper Key stage 2:**

* Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
* Investigate and describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
* Give meanings for texts/sources of authority, comparing these ideas with some ways in which believers interpret texts/sources of authority
* Make clear connections between what people believe and how they live, individually and in communities
* 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
* 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 response, recognising that others may think differently and debate fairly
* Consider and weigh up how ideas studied in this unit relate to their own experiences of the world today, developing insights of their own and giving good reasons/accounts for the views they have and the connections they make