



Hockliffe Lower School Progression of Knowledge and Skills - Religious Education

At Hockliffe Lower School our Religious Education curriculum follows The Bedford Borough, Central Bedfordshire and Luton

RE Agreed Syllabus 2018-2023

These are the intended out comes at the end of each key stage

Teaching and learning Approach	End of Key Stage 1- aged 7 Pupils can.....	End of Lower Key Stage 2 – Year 4 age 9 Pupils can.....
<p>Making sense of beliefs Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation 	<ul style="list-style-type: none"> ✚ Identify some core beliefs and concepts studied and give simple descriptions of what they mean ✚ Give examples of how stories show what people believe (e.g. the meaning behind a festival) ✚ Give clear simple account of what stories and other text mean to believers 	<ul style="list-style-type: none"> ✚ Identify and describe the core beliefs and concepts studied ✚ Make clear links between text/ sources of wisdom and authority and the core concept studied ✚ Offer informed suggestions about what ext/ sources of wisdom and authority can mean and give examples of what these sources mean to believers
<p>Understanding the impact Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning 	<ul style="list-style-type: none"> ✚ give examples of how people use stories, text and teaching to guide their beliefs and actions ✚ give examples of ways in which believers put their beliefs into practise 	<ul style="list-style-type: none"> ✚ make simple links between stories, teaching 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 ✚ identify some differences in how people put their beliefs into practice

Making connections

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

✚ think talk and ask questions about whether the ideas they have been studying have something to say to them

✚ give a good reason for the views they have and the connections they make

✚ 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

✚ give good reasons for the views they have and the connections they make