

RE – Progression and Skills Overview

<p>KS1</p> <p>including direct reference to national curriculum aims</p>	<p>Making sense of beliefs</p> <p>Identifying and making sense of 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.</p>	<p>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.</p>	<p>Making connections</p> <p>Evaluating, reflecting and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied and the ideas studied to challenge the pupils thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>
<p>KS1</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into practice.</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>

History – Progression and Skills Overview

<p>KS2</p> <p>including direct reference to national curriculum aims</p>	<p>Making sense of beliefs</p> <p>Identifying and making sense of 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.</p>	<p>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.</p>	<p>Making connections</p> <p>Evaluating, reflecting and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied and the ideas studied to challenge the pupils thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>
<p>LKS2</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the key concepts studied.</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Give a good reason for the views they have and the connections they make.</p>
<p>UKS2</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>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.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing.</p>