Picturing progression in pupils' skills: summary pyramids of 'impact' steps

These pyramids picture eight steps up in the skills and abilities which this syllabus uses and develops. They correspond precisely to the outcomes identified in the aims and outcomes of the syllabus, but do not reflect content with regard to any particular religion / worldview. The knowledge to which these skills are applied is found in the unit plans in each case. The steps are a shorthand tool to describe some of the impacts of RE on pupil skills.

Additional examples of the steps to success given here are provided on our SACRE websites for teachers to use.

Gifted 14-year-olds:

Analyse beliefs, ideas and arguments cogently, justifying perspectives.

Use varied disciplines of religious study to research ultimate questions comprehensively.

Some 14-year-olds:

Evaluate critically diverse beliefs, perspectives, sources of wisdom and ways of life.

Use different disciplines, e.g. philosophy, theology, history and textual study, to explain the impact of religions and beliefs.

Synthesise their research in RE

using different disciplines.

Evaluate arguments personally and critically, synthesising ideas.

Most 14-year-olds:

Explain how and why texts and beliefs are used in different ways, reasoning and interpreting for themselves Exemplify reasonably the diversity of religious practices in the contemporary world.

Connect coherently accounts of diverse beliefs and evaluate the impacts of beliefs in the contemporary world.

Many 12-13 year olds:

Explain important beliefs reasonably, describing different interpretations.

Use evidence and reasoning to show how and why beliefs and moral values are put into action today. Respond reasonably to the challenges raised by religions and beliefs with coherent views and connections of their own.

Most 11-year-olds:

Explain and give meanings for core texts and beliefs, comparing different ideas. Use evidence and examples to show how and why beliefs make a difference to life. Connect their own reflections and views to the religions and beliefs they study, developing insights.

Most 9-year-olds:

Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. Connect stories, teachings, concepts and texts with how religous people live, celebrate and worship.

Suggest and link questions and answers, including their own ideas about the differences religion makes to life.

Most 7-year-olds:

Identify beliefs, describe them simply, give examples and suggest meanings.

Give examples of what difference it makes to belong to and believe in a religion.

Think, talk and ask questions about religion and belief for themselves.

Most 6-year-olds:

Recall, remember, name and talk about simple beliefs, stories and festivals.

Observe, notice and recognise simple aspects of religion in their own communities.

Begin to find out about and link religions and beliefs.

Making sense of beliefs

Understanding the impact

Making connections