

What are we aiming for pupils to achieve? End-of-phase outcomes as a basis for progression and achievement

This approach to describing and enabling achievement in RE is in line with the National Curriculum subject, flexible enough to connect to the various approaches to assessment information data that schools are using (PIXL, Doddle, Solo Taxonomy, Target tracking, flight pathing, Mastery, GCSE 9-1 at KS3...), Each of three elements of aims in RE are important and pupils make progress in all of them. Here are my suggested age related outcomes for most pupils for each element. Our planning approach at RE Today provides learning outcomes specific to each investigation we write. We think this approach balances skills with core knowledge. **The outcomes on this page can be woven into every aspect of the planning, teaching, learning and assessment of RE.**

Teaching and learning approach	End KS1, aged 7 <i>Pupils can...</i>	End lower KS2, aged 9 <i>Pupils can...</i>	End KS2, aged 11 <i>Pupils can...</i>	End KS3, aged 14 <i>Pupils can...</i>
Element 1: Making sense of beliefs and religions	<ul style="list-style-type: none"> Identify some core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions 	<ul style="list-style-type: none"> Give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied
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.	<ul style="list-style-type: none"> Give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> Make clear links between texts / sources of wisdom and authority and the core concepts studied 	<ul style="list-style-type: none"> Describe examples of ways in which people use texts / sources of wisdom and authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> Taking account of context(s), explain how and why people use and make sense of texts / sources of wisdom and authority differently
	<ul style="list-style-type: none"> Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> Offer informed suggestions about what texts / sources of wisdom and authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> Give meanings for texts / sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority. 	<ul style="list-style-type: none"> In the light of their learning, explain how appropriate different interpretations of texts / sources of wisdom and authority are, including their own ideas.
Element 2: Understanding the impact of religion	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)
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	<ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
Element 3: Making connections	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today Evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world
Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' own thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.