






Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious concepts and beliefs 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> 	<ul style="list-style-type: none"> - Identify the core beliefs and concepts studied and give a simple description of what they mean. - Give examples of how stories show what people believe (e.g. the meaning behind a festival). - Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> - Identify and describe the core beliefs and concepts studied. - Make clear links between texts/sources of authority and the key concepts studied. - Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> - Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.

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<p>Element 2: Understanding the Impact</p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p> <div data-bbox="142 975 432 1070">  <p>Newland St John's <small>CHURCH of ENGLAND ACADEMY</small></p> </div>	<ul style="list-style-type: none"> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. - Give examples of ways in which believers put their beliefs into practice. <div data-bbox="548 989 826 1054">  <p>Hope SENTAMU LEARNING TRUST</p> </div>	<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. - Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> - 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.

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<p>Element 3: Making connections</p> <p>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p> <div data-bbox="156 962 446 1060">  <p>Newland St John's CHURCH OF ENGLAND ACADEMY</p> </div>	<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. - Give a good reason for the views they have and the connections they make. - Talk about what they have learned. <div data-bbox="562 978 842 1043"> <p>Hope SENTAMU LEARNING TRUST</p> </div>	<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. - Give good reasons for the views they have and the connections they make. - Talk about what they have learned and if they have changed their thinking. 	<ul style="list-style-type: none"> - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious) - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. - 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 - Talk about what they have learned, how their thinking may have changed and why.