

## END OF PHASE EXPECTATIONS WITH SKILLS: FOUNDATION STAGE

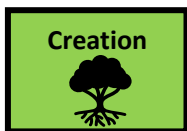
### By the end of EYFS, most pupils can...

- show curiosity; ask questions about their learning
  - respond with growing sensitivity and responsibility to the world around them
  - talk about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true' from their own point of view
  - recognise that others' views may be different from their own
  - show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc.
- talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)
  - talk about groups they belong to and show an awareness that other children belong to different groups
- talk about a place, a special story or person belonging to a faith or belief community using appropriate vocabulary
  - show an awareness that festivals are special times for different people and describe how people celebrate them

### Through exploring the Golden Threads, pupils will develop these skills in RE

- **Reflection** e.g. stepping back to appreciate the different ways in which they and others celebrate, or reflecting on the idea of 'special', relating to theirs and others' communities and experiences
- **Empathy** e.g. becoming aware that other people regard different things as special and that other peoples' ideas may be different from their own
- **Investigation** e.g. using their senses & observation to explore stories, objects and places, asking questions together in a way that demonstrates interest in what other people think, feel and value
- **Interpretation** e.g. being introduced to the idea that some things have a 'meaning'
- **Expression** e.g. demonstrating their knowledge in a variety of ways such as through emotions, role play, talk, drawing or writing, sharing their own views

### Christianity concepts explored:



## END OF PHASE EXPECTATIONS WITH SKILLS: KEY STAGE 1

### By the end of KS1, most pupils can...

- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in different ways for different people

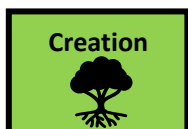
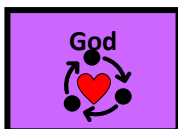
- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints

- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have

### Through exploring the Golden Threads, pupils will develop these skills in RE

- **Reflection** e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask;
- **Empathy** e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently
- **Investigation** e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe
- **Synthesis** e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs
- **Interpretation** e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people
- **Evaluating** e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others
- **Application** e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment
- **Expression** e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing, being able to explain to others their thinking behind this expressive work

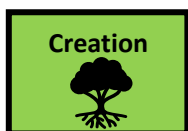
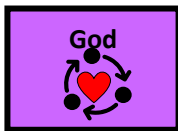
### Christianity concepts explored:



## END OF PHASE EXPECTATIONS WITH SKILLS: LOWER KEY STAGE 2

By the end of LKS2, most pupils can...	Through exploring the Golden Threads, pupils will develop these skills in RE
<ul style="list-style-type: none"> <li>• identify similarities and differences between theological concepts / religions / beliefs, giving examples from their learning</li> <li>• describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas</li> <li>• make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection</b> e.g. responding to religious text, stories, places or people in ways that demonstrate some understanding of the world of religion and belief, making insightful contributions to class discussions.</li> <li>• <b>Empathy</b> e.g. considering the thoughts feelings, experiences, beliefs and values of others in the way that they talk, expressing &amp; identifying feelings in different ways and developing and appreciation that others view the world / feel differently.</li> <li>• <b>Investigation</b> e.g. asking questions / enquiring about religions and beliefs, using subject specific vocabulary; selecting relevant sources (such as art, artefacts and text) as evidence of people's beliefs and actions.</li> <li>• <b>Interpretation</b> e.g. suggesting meanings of religious text, artefacts, art, and symbols; appreciating that these meanings might be different for different people and considering what might influence this.</li> <li>• <b>Evaluation</b> e.g. through discussion and debate, comparing their own and other people's ideas about answers to big questions using evidence to inform their opinion.</li> <li>• <b>Analysis</b> e.g. by asking questions to distinguish between the features of different religions and beliefs.</li> <li>• <b>Synthesis</b> e.g. through making links between different religions and beliefs and being able to identify aspects that are similar; showing connections between different elements of learning such as beliefs, practices and ways of life.</li> <li>• <b>Application</b> e.g. making associations between a faith or belief and the actions of an individual and a faith community local or national, such as in the provision of food for the community.</li> <li>• <b>Expression</b> e.g. demonstrating their knowledge and understanding of faith and belief (including some concepts and practices) in a variety of ways such as through, talk, drama, creative artwork or writing.</li> </ul>
<ul style="list-style-type: none"> <li>• investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience</li> <li>• identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live</li> </ul>	
<ul style="list-style-type: none"> <li>• compare their own ideas, influences and/or feelings with those of others</li> <li>• make links between what they and other people think about God / being human / what is important in life / how to behave</li> <li>• give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge')</li> <li>• ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning</li> </ul>	

### Christianity concepts explored:



## END OF PHASE EXPECTATIONS WITH SKILLS: UPPER KEY STAGE 2

By the end of UKS2, most pupils can...	Through exploring the Golden Threads, pupils will develop these skills in RE
<ul style="list-style-type: none"> <li>• explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate</li> <li>• express their understanding of concepts in theological terms</li> <li>• suggest some ways in which different people might interpret key texts / sources</li> <li>• suggest meanings for a range of forms of expression, using accurate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection</b> e.g. on concepts studied, such as the meaning and significance of incarnation / salvation for Christians or Shabbat rest for Jewish families, relating to their own experiences in the world today; appreciating how someone's beliefs might influence their 'worldview'.</li> <li>• <b>Empathy</b> e.g. being able to appreciate the value of belief for different groups of people, even if it is different to their own; demonstrating respect for different ideas and beliefs</li> <li>• <b>Investigation</b> e.g. selecting and exploring a variety of sources of evidence (including data) of the things that people believe, using accurate religious vocabulary; using these sources to draw conclusions about similarities and differences in people's lived experience.</li> <li>• <b>Interpretation</b> e.g. being able to explain the meaning in religious texts, artwork and artefacts; suggesting reasons why people might interpret key texts or stories differently, or express belief in different ways; explaining how symbols might represent concepts or ideas.</li> <li>• <b>Evaluation</b> e.g. ranking ideas according to their importance for different people, including themselves; making decisions informed by their learning.</li> <li>• <b>Analysis</b> e.g. distinguishing between historical facts and belief, or different ideas across / within religions and beliefs, drawing on their learning as evidence.</li> <li>• <b>Synthesis</b> e.g. linking concepts within and across religions and beliefs, using existing knowledge to draw conclusions about less familiar ideas or concepts.</li> <li>• <b>Application</b> e.g. describing the impact of religion and belief on different groups of people and cultures, locally, nationally or globally.</li> <li>• <b>Expression</b> e.g. explaining concepts in a range of different ways such as art, poetry, descriptions &amp; explanations, or using symbols as a way to express an idea.</li> </ul>
<ul style="list-style-type: none"> <li>• comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities</li> <li>• investigate and describe similarities and differences in lived experience within and between religions / beliefs</li> <li>• describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)</li> </ul>	
<ul style="list-style-type: none"> <li>• explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently</li> <li>• suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning</li> <li>• develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview</li> <li>• reflect on possible connections between worldviews and the human search for meaning in life</li> </ul>	

### Christianity concepts explored:

