

Progression in RE skills

(Based on the Gloucestershire Agreed Syllabus)



Skills	End of Lower KS2 Outcomes	End of Upper KS2 Outcomes
<p>Element 1: Making sense of beliefs (Investigating, interpreting)</p>	<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 core concepts studied <ul style="list-style-type: none"> • offer informed suggestions about what texts/sources of authority can 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 <ul style="list-style-type: none"> • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
<p>Element 2: Understanding the impact (Investigating, interpreting, evaluating)</p>	<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 <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
<p>Element 3: Making connections (Applying, reflecting, analysing)</p>	<ul style="list-style-type: none"> • 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"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<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 • 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

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