St Uny CE Academy
R.E Assessment & Skills Progression

End of Key Stage 1 outcomes

RE should enable pupils to:

• identify the core beliefs and concepts studied and give a simple description of what they mean	• give examples of how people use stories, texts and teachings to guide their beliefs and actions	• think, talk and ask questions about whether the ideas they have been studying have something to say to them
• give examples of how stories show what people believe (e.g. the meaning behind a festival)	• give examples of ways in which believers put their beliefs into action	• give a good reason for the views they have and the connections they make
• give clear, simple accounts of what stories and other texts mean to believers		

End of lower Key Stage 2 outcomes

RE should enable pupils to:

• identify and describe the core beliefs and concepts studied	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
• make clear links between texts/sources of authority and the key concepts studied	• describe how people show their beliefs in how they worship and in the way they live	• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
• offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify some differences in how people put their beliefs into action	• give good reasons for the views they have and the connections they make

End of upper Key Stage 2 outcomes

RE should enable pupils to:

• identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions	• make clear connections between what people believe and how they live, individually and in communities	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts	• using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures	• reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
• give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority		• 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

RE teaching and learning should enable pupils to …

A. make sense of a range of religious and non-religious beliefs	B. understand the impact and significance of religious and non-religious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied