

Combining ideas from Locally Agreed Syllabuses, Understanding Christianity and RE Online, these three areas of enquiry cross the phases and range of faiths that faiths may be covered by schools using a variety of teaching resources including Discovery Scheme of Work and the Diocesan Scheme of Work. This document should be used to assist teachers with planning sufficiently challenging tasks for their pupils. The Knowing it section, relating to largely to believing, and the Living it section, relating to belonging and behaving, together comprise the Learning About strand of RE. Linking it relates to the Learning From strand of RE, although these are not entirely distinct elements. To be attaining “expected” achievement, pupils need to achieve the elements of Knowing It and Living it, with some elements of Linking it.

Enquiry Focus	KS1 pupils will be able to		Lower KS2 pupils will be able to		Upper KS2 pupils will be able to		KS3 pupils will be able to	
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
<b>Knowing it...</b> Core knowledge and understanding of texts, stories and key beliefs	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism)  Recall a variety of religious stories used for different purposes	Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied  Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)  Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)	Describe the lives of the most important religious figures and their place within the belief system  Suggest meaning for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders  Use technical & religious language to identify the different writings within sacred texts	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders  Explain the connections between sacred texts and beliefs using theological terms	Explain the relationship between the key concepts studied across a range of religions and non-religious world views  Show whether the key concepts lead to a coherent faith narrative and if so how	Suggest meanings for the concepts making reference to key texts and beliefs  Explain the difference in emphasis of the different types of texts and their relative influence
<b>Living it...</b> Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area  Identify some elements of practice that arise from these beliefs	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)  Give examples of how beliefs are linked to worship and prayer	Identify the key practices of a faith and some of the differences between denominations or sects  Describe how beliefs influence worship and guide lifestyle choices	Make links between the texts studied and the practice of faith in the community and family  Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God	Make clear links between the texts and concepts studied and common practice across denominations  Describe the actions of believers in their communities, locally and globally that demonstrate commitment	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death  Show how inspiration might play a part in how believers interpret the texts	Show how religious ideas help believers to make moral decisions about a range of issues  Show how the interpretation of religious texts can vary and lead to different practices and beliefs	Explain why different believers apply texts differently  Give reasons for the impact that that has on individuals, the community and the wider world
<b>Linking it...</b> Comparing and contrasting, evaluating and appraising and making connections to their own and others’ lives	Talk about their own experiences in the light of the religious knowledge gained  Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live  Make simple comparisons to their own lives  Ask questions about the beliefs and practices of others		Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area  Make links between the teachings of religious figures and current leaders  Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave		Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life  Weigh up the impact that believers’ actions have on their communities, locally and globally and comment on how positive this may be  Compare religious and non-religious responses to the big questions of life		Give coherent accounts of the implications of the religious ideas explored on the modern world.  Evaluate how far these beliefs help to make sense of the world on a personal and an impersonal level  Explain the challenges religious ideas may present to the world and how believers answer such challenges.	