

## EXPECTED PROGRESS AT EACH KEY STAGE

In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through **theological**, **sociological** & **philosophical** approaches to learning, reflected in end of key stage expectations and within units of work. More detail can be found within the introductory pages for each phase and in the accompanying support materials. Schools are encouraged to adapt and expand these statements to help them to devise more school-based assessment descriptors, as they will already have done with other curriculum subjects.

by the end of Key Stage 1, pupils should be able to:	by the end of Key Stage 2, pupils should be able to:	by the end of Key Stage 3, pupils should be able to:
<ul style="list-style-type: none"> <li>① talk simply about core beliefs and concepts and what they mean</li> <li>① use appropriate subject-specific vocabulary when they talk</li> <li>① identify similarities in features of religion and belief</li> <li>① retell religious, spiritual and moral stories</li> <li>① identify how stories / symbols / objects might show what people believe</li> <li>① identify how belief is expressed in different ways for different people</li> </ul>	<ul style="list-style-type: none"> <li>① explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate</li> <li>① express their understanding of concepts in theological terms</li> <li>① suggest some ways in which different people might interpret key texts / sources</li> <li>① suggest meanings for a range of forms of expression, using accurate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>① interpret worldviews, religious beliefs and practices from different perspectives</li> <li>① explain the reasons for, and effects of diversity within and between worldviews, religions, beliefs and cultures</li> <li>① use accurate religious and philosophical terminology and concepts to explain worldviews, religions, beliefs and value systems</li> </ul>
<ul style="list-style-type: none"> <li>② talk about different communities of people</li> <li>② give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives</li> <li>② give a reason why something may be of value to themselves and/or others, recognising different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>② comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities</li> <li>② investigate and describe similarities and differences in lived experience within and between religions / beliefs</li> <li>② describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally &amp; globally)</li> </ul>	<ul style="list-style-type: none"> <li>② express their own insights into the challenges of committing to a worldview (religious and non-religious) in the world today</li> <li>② explain the impact of diversity on the lived reality for different groups of people</li> <li>② explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life and the shaping of society</li> </ul>
<ul style="list-style-type: none"> <li>③ respond sensitively and imaginatively to questions about being human and their own place in the world</li> <li>③ ask thoughtful questions about their own and others' ideas, feelings and experiences</li> <li>③ recognise that some questions about life are difficult to answer</li> <li>③ respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'</li> <li>③ give a simple reason for a view that they have</li> </ul>	<ul style="list-style-type: none"> <li>③ explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently</li> <li>③ suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning</li> <li>③ develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview</li> <li>③ reflect on possible connections between worldviews and the human search for meaning in life</li> </ul>	<ul style="list-style-type: none"> <li>③ explain the challenges posed to themselves and others by religious, spiritual and philosophical questions</li> <li>③ connect the human search for meaning or answers to big questions to content studied</li> <li>③ present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately</li> <li>③ present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints</li> <li>③ explain how a person's beliefs shape their worldview, including their own (personal knowledge)</li> </ul>