

What are we aiming for pupils to achieve? End-of-phase outcomes – the statutory heart of the syllabus

Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances substantive core knowledge with disciplinary knowledge. Pupils’ personal knowledge is a particular focus in the third (green) section below. The outcomes on this page are woven into every aspect of the planning, teaching, learning and assessment of this syllabus. They are the statutory key to the RE syllabus.

Teaching and learning approach	End of KS1, aged 7 <i>Pupils can ...</i>	End of lower KS2, aged 9 <i>Pupils can ...</i>	End of KS2, aged 11 <i>Pupils can ...</i>	End of KS3, aged 14 <i>Pupils can ...</i>
<p>Element 1: Making sense of beliefs and ideas</p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify some core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied
	<ul style="list-style-type: none"> give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> make clear links between texts/sources of wisdom and authority and the core concepts studied 	<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> taking account of context(s), explain how and why people use and make sense of texts / sources of wisdom and authority differently
	<ul style="list-style-type: none"> give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> in the light of their learning, explain how appropriate different interpretations of texts / sources of wisdom and authority are, including their own ideas

Teaching and learning approach	End of KS1 <i>Pupils can ...</i>	End of lower KS2 <i>Pupils can ...</i>	End of KS2 <i>Pupils can ...</i>	End of KS3 <i>Pupils can ...</i>
<p>Element 2: Understanding the impact of beliefs and ideas</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<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 ways they live 	<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"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)
	<ul style="list-style-type: none"> give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into practice 	<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 	<ul style="list-style-type: none"> show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today

Teaching and learning approach	End of KS1 <i>Pupils can ...</i>	End of lower KS2 <i>Pupils can ...</i>	End of KS2 <i>Pupils can ...</i>	End of KS3 <i>Pupils can ...</i>
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them 	<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 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"> 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 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves, and others, to make sense of the world
	<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

Assessment guidance: using the outcomes: The outcomes for each age group are the statutory heart of this RE syllabus. Schools must use the outcomes to plan their RE work, and to set standards of achievement for all learners. The RE curriculum will be legal if these are used, but not if they are ignored. The assessment guidance of the syllabus is carefully constructed for progression and will be the object of further training opportunities. The detailed lesson-by-lesson investigation plans that the SACREs provide give exemplary assessment tasks for the units, knitted together with these outcomes. Sample assessment recording sheets are also provided.

Picturing progression in pupils' skills: summary pyramids of 'impact' steps

These pyramids picture eight steps up in the skills and abilities which this syllabus uses and develops. They correspond precisely to the outcomes identified in the aims and outcomes of the syllabus, but do not reflect content with regard to any particular religion / worldview. The knowledge to which these skills are applied is found in the unit plans in each case. The steps are a shorthand tool to describe some of the impacts of RE on pupil skills.

Additional examples of the steps to success given here are provided on our SACRE websites for teachers to use.

Steps 1–3 for pupils aged 5–7 Steps 2–5 for pupils aged 7–11 Steps 3–8 for pupils aged 11–14



