



RE – Disciplinary Knowledge.



| | Engaging with key beliefs / concepts through analysis of text. | Making connections between key beliefs / concepts within and between traditions | Show understanding of core concepts relating to the human / social scientific study of religion and belief | Showing understanding of the connection between religious practice and context | Showing understanding of the way in which beliefs impact on individuals | Showing understanding of the way in which community can impact on religious practice | Articulating how and whether things make sense | Showing awareness of different approaches to understanding the world | Showing evidence of a process of reasoning |
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| KSI | * Be able to use clear and simple language to retell a story. | * Recognise a link between a story and a belief / concept. | * Be able to identify that different people have different beliefs about the world around them. | * Be able to describe diverse ways in which a festival from at least one belief is celebrated in the UK / around the world. | * Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet). | * Be able to describe at least two ways in which people express / practise their beliefs as a community (e.g. festivals). * Be able to make connections between family life and living out religious beliefs (e.g. worship at home). | * Be able to ask questions about the world around them. | * Be able to make connections between using their senses and what they know about the world around them. | * Use reasons to support personal opinions about religions / beliefs. |
| Lower KS2 | * Be able to explain what it means for a text / story to 'have authority' for a group of believers. | * Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories. | * Be able to describe the differences between 'beliefs' and 'religion' | * Be able to identify ways in which religious practices vary depending on geographic, social and cultural context. | * Be able to make connections between beliefs and the decisions an individual makes about how their life. | * Be able to explain the importance of community within the religious / non-religious traditions studied. * Be able to make connections between religious beliefs and worship as a community in at least two belief traditions. | * Be able to identify ways in which different people think about the world differently. | * Be able to understand and begin to explain that there is a difference between believing and knowing. | * Be able to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief. |



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| Upper KS2 | <ul style="list-style-type: none">* Be able to name at least three sources of authority (e.g. text, religious leader, tradition) for a group of believers and identify the beliefs and concepts they make reference to. | <ul style="list-style-type: none">* Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.* Be able to identify how similar concepts are presented across different belief traditions with reference to authoritative texts / stories. | <ul style="list-style-type: none">* Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. | <ul style="list-style-type: none">* Be able to explain the impact that society / culture / geography can have on religious practices. | <ul style="list-style-type: none">* Be able to show understanding that an individual is affected by a range of beliefs. | <ul style="list-style-type: none">* Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition.* Be able to identify some of the ways in which the wider local / national community impacts on a believer's experience of a belief tradition. | <ul style="list-style-type: none">* Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. | <ul style="list-style-type: none">* Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. | <ul style="list-style-type: none">* Begin to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs. |
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