

Religious Education programme of study – Key stages 1 and 2 National Curriculum

	End of Key Stage 1 Expectations	End of Key Stage 2 Expectations
Belief	<p>Knowledge and Understanding</p> <p>Pupils will: Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.</p>	<p>Knowledge and Understanding</p> <p>Pupils will: Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>Critical Thinking</p> <p>They recognise that others may think differently and have different opinions.</p>
Authority	<p>Knowledge and Understanding</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Critical Thinking</p>	<p>Knowledge and Understanding</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>Begin to form a framework of connections between these concepts by making some links between them.</p> <p>Critical Thinking</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.</p> <p>Plausible = reasonable or probable without necessarily being so, persuasive</p>

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<p>Expressions of belief</p>	<p>Knowledge and Understanding</p> <p>Critical Thinking</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>	<p>Knowledge and Understanding</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>Critical Thinking</p> <p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.</p> <p>Sound = reliable, competent.</p>
<p>Impact of belief</p>	<p>Knowledge and Understanding</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p> <p>Critical Thinking</p>	<p>Knowledge and Understanding</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.</p> <p>Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.</p> <p>Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p> <p>Critical Thinking</p> <p>Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p>