



# St James' Church of England Primary School

## Key Learning in Religious Education



<b>Stage</b>	<b>Expectation and achievement in RE</b>
◆	<ul style="list-style-type: none"> <li>• Pupils can explain the impact of religion on believers' lives and communities.</li> <li>• Pupils can suggest possible reasons for distinctive beliefs within and between religions.</li> <li>• Pupils can explain how religious texts are used to answer the big questions in life.</li> <li>• Pupils can describe why people belong to religions and the challenges they face.</li> <li>• Pupils ask ultimate questions and can express their own and others' views.</li> </ul>
+	<ul style="list-style-type: none"> <li>• Pupils can recognise similarities and differences within and between religions and make links between them.</li> <li>• Pupils can describe the impact of religion of people's lives.</li> <li>• Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</li> <li>• Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</li> <li>• Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</li> </ul>
■	<ul style="list-style-type: none"> <li>• Pupils can make links between sacred texts/stories and beliefs.</li> <li>• Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</li> <li>• Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.</li> <li>• Pupils are beginning to identify the impact of religion on believers' lives.</li> <li>• Pupils can describe forms of religious expression.</li> <li>• Pupils can ask important and relevant questions about religion and belief.</li> </ul>
▲	<ul style="list-style-type: none"> <li>• Pupils can retell religious stories.</li> <li>• Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</li> <li>• Pupils can identify different ways in which religion is expressed noticing similarities in religion.</li> <li>• Pupils are beginning to ask good questions about their own and others' experiences.</li> <li>• Pupils are recognising their own values and the values of others.</li> </ul>
●	<ul style="list-style-type: none"> <li>• Pupils can recall details of stories.</li> <li>• Pupils can name features of religious life and practice.</li> <li>• Pupils can recognise symbols and use some religious words.</li> <li>• Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</li> </ul>

### **Key Elements**

<b>Skill</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Investigate/Enquire	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Express	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.

<b>Interpret</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Reflect</b>	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influence them.
<b>Empathise</b>	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
<b>Apply</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
<b>Analyse</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
<b>Synthesise</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Evaluate</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.