

The Big Ideas

Believing

Engaging with key beliefs/concepts through analysis of texts

Making connections between key beliefs/concepts within and between belief traditions

Living

Showing 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 the individual

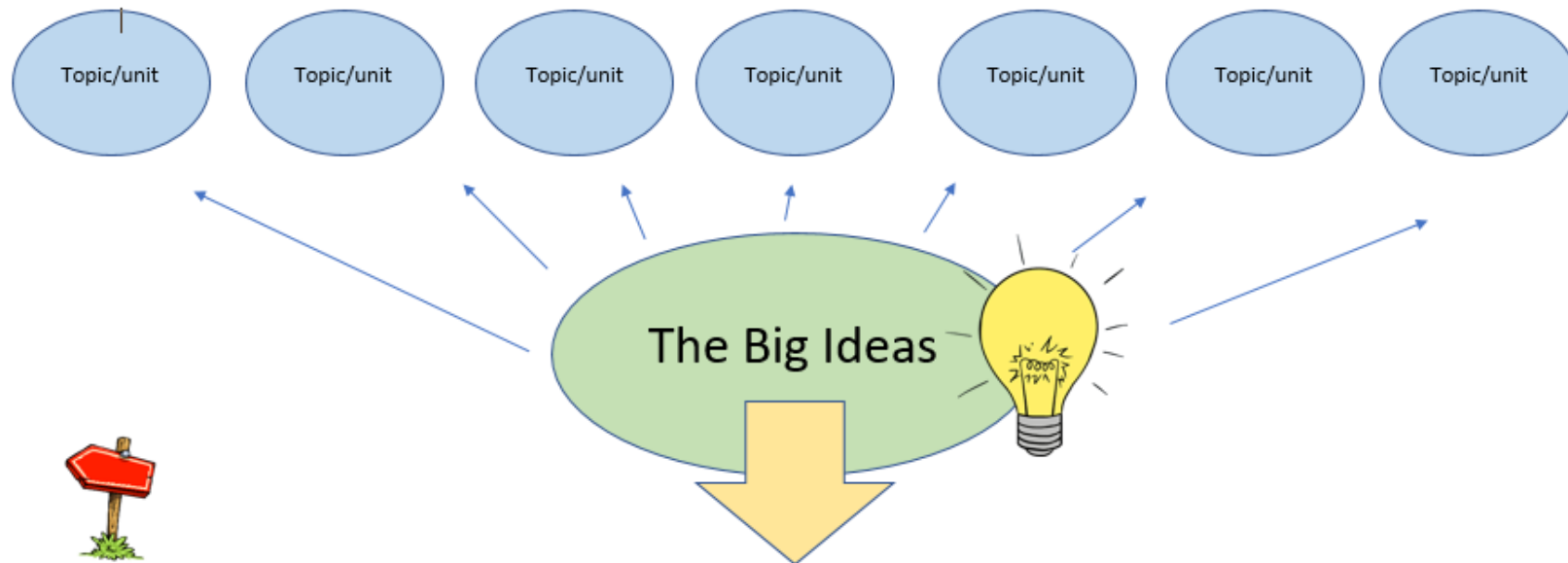
Showing understanding of the way in which community can impact on religious practice

Thinking

Articulating how and whether things make sense

Showing awareness of different approaches to understanding the world

Showing evidence of a process of reasoning



<u>Milestone A- Years 1 and 2</u>	<u>Milestone B- Years 3 and 4</u>	<u>Milestone C- Years 5 and 6</u>

Lincolnshire Agreed Syllabus for RE: End-of-Phase Expectations

These end-of-phase expectations are intended to help teachers of RE set a benchmark for progress in RE. They have been written with the Lincolnshire agreed syllabus for RE in mind and they are based on the 'balanced RE' approach to RE curriculum design. You can find out more about this approach [here](#).

A series of case studies and exemplars will follow to indicate how these end-of-phase expectations can be applied to pupils' work in order to monitor progress and inform teaching and learning.

These end-of-phase expectations primarily focus on the **skills** associated with the three key disciplinary fields of theology (**believing**), the human/social sciences (**living**) and philosophy (**thinking**) contextualized for the classroom. It is expected that teachers may also want to carry out assessment and monitoring activities to assess pupils' acquisition of core knowledge. This assessment of knowledge acquisition should be closely mapped against the content that is taught in the curriculum.

Lincolnshire Agreed Syllabus for RE: End-of-Phase Expectations
Believing

KS1	LKS2	UKS2	KS3
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B1 Engaging with key beliefs/concepts through analysis of texts
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Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).	Be able to explain what it means for a text/story to 'have authority' for a group of believers.	Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.	Be able to name at three sources of authority for a group of believers and explain the beliefs/concepts they make reference to.
			Be able to discuss the reliability/authenticity of sources of authority for a group of believers.

B2 Making connections between key beliefs/concepts within and between belief traditions
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Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).	Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.	Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.	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, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.	Be able to analyse the ways in which similar concepts, e.g. creation, are presented across different belief traditions, drawing reasoned conclusions about the impact this has on how these traditions understand these concepts similarly or differently.

**Lincolnshire Agreed Syllabus for RE: End-of-Phase Expectations
Living**

KS1	LKS2	UKS2	KS3
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L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief

Be able to identify that different people have different beliefs about the world around them.	Be able to describe the difference between 'beliefs' and 'religion'.	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.	Be able to describe the difference between 'religious' and 'spiritual' and explain some reasons why some people are more comfortable to identify as religious/spiritual.
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L2 Showing understanding of the connection between religious practice and context

Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.	Be able to reason about the extent to which religious practices are adaptable to context and the implications of this for members of belief traditions.
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L3 Showing understanding of the way in which beliefs impact on the individual

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, etc.).	Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).	Be able to reason about the impact conflicting beliefs can have on an individual's experience of a belief tradition (e.g. belief that all humans are equal in the eyes of God and the belief that only one gender lead a belief community).
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L4 Showing understanding of the way in which community can impact on religious practice

Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.	Be able to explain at the importance of community within the religious/non-religious tradition studied.	Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).	Be able to analyse ways in which community can be both a benefit and a barrier to participation in a particular belief tradition. Be able to explain the challenges of participating in a number of 'communities of belonging' (e.g. religion, family, school).
Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.	Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.	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 (e.g. keeping the fast during Ramadan whilst sitting exams in school).	

Lincolnshire Agreed Syllabus for RE: End-of-Phase Expectations
Thinking

KS1	LKS2	UKS2	KS3
T1 Articulating how and whether things make sense			
Be able to ask questions about the world around them.	Be able to identify ways in which different people think about the world differently.	Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.	Be able to engage in dialogue about the ways in which different people use a process of reasoning to come to different conclusions about the world around them (e.g. arguments about the existence/non-existence of God).
T2 Showing awareness of different approaches to understanding the world			
Be able to make connections between using their senses and what they know about the world around them.	Be able to understand and begin to explain that there is a difference between believing and knowing.	Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.	Be able to analyse the importance of the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge' when engaging in conversation about religions and beliefs.
T3 Showing evidence of a process of reasoning			
Use reasons to support personal opinions about religions/beliefs.	Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.	Be able to defend/criticise a personal opinion on a belief position using a clear process of reasoning.
			Be able to articulate the coherence of a particular belief position with reference to a range of evidence.