

➤ What are we aiming for pupils to achieve? End-of-phase outcomes for RE 5–14

This table of outcomes or impact statements for RE has guided our commentaries on the examples of pupils' work we have presented in the book. Many RE syllabuses offer outcome statements like these, and there is no uniformity in their exact wording or indeed in the standards they set. But these statements will be useful to teachers – they are drawn from our national work in writing RE syllabuses, and use three elements of the aim of RE: making sense of beliefs, understanding the impacts of religion and making connections, including connections to pupils' own lives.

Teaching and learning approach	End of Key Stage 1, aged 7 Pupils can ...	End of Lower Key Stage 2, aged 9 Pupils can ...	End of Key Stage 2, aged 11 Pupils can ...	End of Key Stage 3, aged 14 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of 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	<ul style="list-style-type: none"> Identify some core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<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 Taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently In the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways,	<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 	<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
within their everyday lives, within their communities and in the wider world	<ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Describe how people show their beliefs in how they worship and in the way they live 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
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world	<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 Give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how for 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 Give good reasons for the views they have and the connections they make 	<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 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"> 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 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