

# Religion & World Views



ENHANCE ACADEMY TRUST

## End of Phase Outcomes



## Enhance Religion and World Views Curriculum

### End-of-phase outcomes

<u>End of EYFS Outcomes</u>			
<u>Communication and language</u> <u>Pupils can...</u>	<u>Personal, social and emotional development</u> <u>Pupils can...</u>	<u>Understanding the world</u> <u>Pupils can...</u>	<u>Expressive arts and design</u> <u>Pupils can...</u>
<ul style="list-style-type: none"> <li>• listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.</li> <li>• talk about how they and others show feelings.</li> <li>• develop their own narratives in relation to stories they hear from different communities.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>• work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</li> <li>• talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>• think and talk about issues of right and wrong and why these questions matter.</li> <li>• respond to significant experiences showing a range of feelings when appropriate.</li> <li>• have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.</li> <li>• have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>• show sensitivity to others' needs and feelings, and form positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about similarities and differences between themselves and others, among families, communities and traditions.</li> <li>• begin to know about their own cultures and beliefs and those of other people.</li> <li>• explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</li> <li>• respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul>

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Element	End of KS1 Pupils can...	End of LKS2 Pupils can...	End of UKS2 Pupils can...
<b>Making sense of beliefs/texts</b> <i>Identifying and making sense of religious and non-religious concepts and beliefs 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.</i>	<p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the key concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</p>
<b>Understanding the impact</b> <i>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</i>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>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</p>

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#### Making connections

*Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.*

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.

Talk about what they have learned

Raise important questions and suggest answers about how far 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

Talk about what they have learned and if they have changed their thinking

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.

Talk about what they have learned, how their thinking may have changed and why