



Religious Education Progression Ladder

Teaching and Learning Approach	By the end of KS1, pupils can...	By the end of Lower KS2, pupils can...
<u>Element 1: Making sense of beliefs</u> Identifying and making sense of core 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 wisdom and authority and the core concepts studied offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers
<u>Element 2: Understanding the impact</u> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the ways they live identify some differences in how people put their beliefs into practice
<u>Element 3: Making connections</u> Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	<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 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

These skills are taught through all areas of the Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton.