



Shortlanesend
End of Phase Outcomes



Development Matters	Outcomes: Children in reception
Communication and Language	<ul style="list-style-type: none">• Learn new vocabulary• Articulate their ideas and thoughts in well-formed sentences.• Engage in non-fiction books.• Engage in storytimes.• Ask questions to find out more and to check they understand what has been said to them.
Personal, Social and Emotional	<ul style="list-style-type: none">• Think about perspectives of others.• Express their feelings and consider the feelings of others.• Build constructive and respectful relationships.• See themselves as a valuable individual.
Understanding the World	<ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.
Expressive Arts and Design	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Create collaboratively, sharing ideas, resources and skills.• Develop storylines in their pretend play.

In relation to the Cornwall Agreed Syllabus

<u>Teaching and learning approach</u>	<u>End of KS1 Pupils can...</u>	<u>End of Lower KS2 Pupils can...</u>	<u>End of Upper KS2 Pupils can...</u>
Element 1: Making sense of beliefs 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 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	<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 example 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

		these sources mean to believers.	studies, comparing these ideas with some ways in which believers interpret texts/sources of authority.
<p>Element 2:</p> <p>Understanding the impact</p> <p>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.</p>	<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 studies and how people live, individually and in communities. • 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"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples and examples, show how and why people put their beliefs into practice in different way, e.g. in different communities, denominations or cultures.
<p>Element 3:</p> <p>Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studies; allowing pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<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 good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Make links between some of the beliefs and practices studies and life in the world today, expressing some ideas of their own clearly. • Raise important questions and suggest answers about how far the beliefs and practices studies might make a difference to how pupils think and live. • 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 studies, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studies in the 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.
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