

How can we plan for and assess that the principle aims have been met?

Useful pointers for quality experiences can be found in the language of outcomes –

Year 5 and 6 Outcomes:

<p>A. Make sense of a range of religious and non-religious concepts and beliefs.</p>	<p>B. Understand the impact and significance of religious and non-religious beliefs.</p>	<p>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</p>
<p><i>A1 - Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</i></p>	<p><i>B1 - Make clear connections between what people believe and how they live, individually and in communities</i></p>	<p><i>C1 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i></p>
<p><i>A2 - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></p>	<p><i>B2 - 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</i></p>	<p><i>C2 - Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</i></p>
<p><i>A3 - 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.</i></p>		<p><i>C3 - 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</i></p>
		<p><i>C4 - Talk about what they have learned, how their thinking may have changed and why</i></p>

Making sense of belief / text	Understanding the Impact	Making Connections
<ul style="list-style-type: none">• Identify• Inform• Suggest• Describe• Give clear, simple accounts• Recognize• Re-tell	<ul style="list-style-type: none">• Describe• Link• Differences• Demonstrate• Evidence• Give an example of how• Make clear connections	<ul style="list-style-type: none">• Raise questions• Suggest answers• Make links• Give good reasons• talk about what they've learned• Consider• Weigh up• Think, talk and ask questions• Evaluate• Reflect on