



Sytchampton Endowed Primary School
Religious Education
Threshold Concepts and Learning Lenses



Threshold Concept	Learning Lens	EYFS	KS1	LKS2	UKS2
World Views - Beliefs		<p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Talk about what Jesus teaches about keeping promises and say why</p>	<p>Describe some of the teachings of a religion (Judaism, Islam, Christianity)</p> <p>Identify core beliefs and concepts studied and give a simple description of what they mean (God, Creation, Incarnation, Gospel, Salvation, Belonging)</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>Describe the key teachings and beliefs of some religions (Christianity, Hinduism, Judaism, Islam)</p> <p>Identify and describe the core beliefs and concepts studied (Creation, Incarnation, Gospel, Salvation, Polytheism)</p> <p>Make clear links between texts/sources of authority and the key concepts studied</p> <p>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>Explain how some teachings and beliefs are shared between religions are shared between some religions</p> <p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (Why believe in God, Salvation, Creation, Incarnation, Gospel, Stages of Life)</p> <p>(Christianity, Humanists, Hinduism, Judaism, Islam)</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</p>
World Views - Practices		<p>Identify a sacred text e.g. Bible, Qur'an</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship</p> <p>Give examples of special occasions and suggest features of a good celebration</p>	<p>Recognise, name and describe some religious artefacts, places and practices</p> <p>Describe some of the main festivals or celebrations of a religion</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p> <p>Give examples of special places where people go to worship and talk about what people do there</p>	<p>Identify religious artefacts and explain how and why they are used</p> <p>Describe religious buildings and explain how they are used</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>Explain how religious beliefs shape the lives of individuals and communities</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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		<p>Recall simple stories connected with Christmas/Easter and a festival from another faith</p> <p>Say why Christmas/Easter and a festival from another faith are special times for believers</p>			
Connections		<p>Identify some of their own feelings in the stories they hear</p> <p>Recognise that keeping promises is a good thing to do</p> <p>Recall and talk about religious stories as a friend to others</p> <p>Re-tell religious stories making connections with personal experiences</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>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.</p>
Communicate		<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Identify some of the qualities of a good friend</p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their</p>			



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		<p>own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>express ideas about how to look after animals and plants</p> <p>talk about what people do to mess up the world and what they do to look after it</p>			
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