



Bosvena

School “At Bosvena School, we nurture healing, curiosity, and courage so every child can thrive, in learning, in relationships, and in life.”



B- Bravery

E- Empathy

A- Aspirations

C- Communication

O- Opportunity

N- Nurture

Real RE Overview KS1-KS4

Foundations: Key Principles from the Cornwall Syllabus:

Making sense of beliefs: Identifying and interpreting religious and non-religious beliefs, understanding texts, concepts, sources, traditions		Understanding the impact: Examining how beliefs are lived, how they influence individuals and communities.		Making connections: Reflecting, evaluating, connecting beliefs and practicing each other and to one's own life.			
Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4	
RE Sequential Skills:		RE Sequential Skills:		RE Sequential Skills:		RE Sequential Skills:	
<ol style="list-style-type: none"> 1. Making Sense of Beliefs: Asking questions about beliefs, identifying simple religious stories, naming religious symbols. 2. Understanding Impact: Recognising how people live out beliefs (e.g., going to church, celebrating festivals). 3. Making Connections: Reflecting on what belonging means; drawing simple links between stories and daily life. 		<ol style="list-style-type: none"> 4. Interpretation & Sources: Begin to interpret texts/sacred stories, and understand sources of authority (holy books, scriptures). 5. Diverse Practice: Comparing how different communities live out beliefs (rituals, festivals, moral codes). 6. Critical Reflection: Evaluating beliefs, asking “why” – making links between beliefs and pupils’ own experiences. 7. Ethical awareness: Recognising moral teachings and how they might apply. 		<ol style="list-style-type: none"> 8. Ways of Knowing: Using disciplinary approaches – theology (what do texts mean?), philosophy (big questions), ethics (moral reasoning), sociology (how beliefs shape society). 9. Analytical Skills: Critically evaluating beliefs and practices, comparing worldviews, and understanding internal diversity in religions. 10. Impact on Society: Analysing how beliefs influence social structures, politics, conflict, or community cohesion. 11. Personal Reflection: Connecting worldviews to personal identity, choices, and values. 		<ol style="list-style-type: none"> 12. Sophisticated Disciplinary Thinking: Deeper use of theological, philosophical, ethical, and sociological methods. 13. Application: Applying beliefs to real-world moral dilemmas (e.g., bioethics, social justice, environmental ethics). 14. Evaluation & Argumentation: Constructing well-reasoned arguments, critiquing worldviews, defending positions, challenging assumptions. 15. Dialogue & Respect: Engaging in respectful debate about religious/non-religious beliefs; understanding pluralism. 16. Self-Identity & Worldview Construction: Articulating their own worldview with clarity, reasoning, and humility. 	
Key Stage 1 Real World Application:		Key Stage 2 Real World Application:		Key Stage 3 Real World Application:		Key Stage 4 Real World Application:	
<ol style="list-style-type: none"> 1. Laying the groundwork for religious literacy: being able to talk about religion, ask about others’ beliefs, and understand that beliefs shape lives. Helps build respect, curiosity, inclusion. 		<ol style="list-style-type: none"> 2. Skills of interpretation and empathy: understanding primary sources, appreciating diversity, making moral decisions. These are directly transferable to citizenship, ethics, and community life. 		<ol style="list-style-type: none"> 3. Prepares pupils for higher-level reasoning, civic engagement, interfaith dialogue. Encourages the kind of reflective, critical thinking needed in a plural society and globalised world. Useful for careers (law, public policy, social work), but also for personal decision-making. 		<ol style="list-style-type: none"> 4. These are very real-world skills: moral reasoning, ethical decision-making, civic dialogue, empathy, and self-reflection. They equip students for adult life in diverse societies and for working in sectors where understanding belief systems matters (business ethics, healthcare, politics, education). 	
End of KS1 Milestones:		End of KS2 Milestones:		End of KS3 Milestones:		End of KS4 Milestones:	
<ol style="list-style-type: none"> 1. I can ask and answer simple questions about what people believe. 2. I can retell a religious story or festival meaningfully. 3. I can explain one way in which people celebrate their beliefs. 		<ol style="list-style-type: none"> 1. I can identify and explain key concepts from religious texts. 2. I can compare how different communities live out their beliefs. 3. I can reflect on how beliefs influence my own life. 		<ol style="list-style-type: none"> 1. I can use different approaches (philosophical, ethical, sociological) to explore beliefs. 2. I can analyse how beliefs shape societies or cultures. 3. I can articulate a reasoned response to a worldview I don't share. 		<ol style="list-style-type: none"> 1. I can debate ethical dilemmas using religious and non-religious perspectives. 2. I can critically evaluate different worldviews and defend (or critique) them. 3. I can develop and explain my own worldview, showing how I arrived there. 	
Religion:		Religion:		Religion:		Religion:	
Christians, Jews, Muslims.		Christians, Muslims, Hindus, Jews, non-religious worldviews (e.g., Humanism).		Christians, Muslims, Sikhs, Buddhists, non-religious worldviews (e.g., Humanists).		Two religions are required, usually including Christianity this is typically delivered through a Religious Studies / RE qualification.	