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|  | **Attainment target 1: Learning about religions.** (Knowledge and understanding of:) | | | | | **Attainment target 2: Learning from religions.** (Response, evaluation, application and questions of:) | | | |
|  | | **Year R**  **(EYFS skills)** | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | **Year 6**  **(Upper KS2 skills)** |
| **Generic skills : Pupils:**  **AF1: Thinking about religion and belief** | | Recognise that people have different beliefs and celebrate special times in different ways. | • recall features of religious, spiritual and moral stories and other forms of religious expression  • recognise and name features of religions  and beliefs | • retell religious, spiritual and moral stories  • identify how religion and belief is expressed in different ways  • identify similarities and differences in features of religions and beliefs | make links between beliefs, stories and practices  • identify the impacts of beliefs and practices on people’s lives  • identify similarities and differences between religions and beliefs | | • comment on connections between questions, beliefs, values and practices  • describe the impact of beliefs and practices on individuals, groups and communities  • describe similarities and differences within and between religions and beliefs | • explain connections between questions, beliefs, values and practices in different belief systems  • recognise and explain the impact of beliefs and ultimate questions on individuals and communities  • explain how and why differences in belief are expressed. | • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems  • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world  • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. |
| **AF2: Pupils: Enquiring, investigating and interpreting** | |  | • identify what they find interesting and puzzling in life  • recognise symbols and other forms of religious expression | • recognise that some questions about life are difficult to answer  • ask questions about their own and others’ feelings and experiences  • identify possible meanings for symbols and other forms of religious expression | • investigate and connect features of religions and beliefs  • ask significant questions about religions and beliefs  • describe and suggest meanings for symbols and other forms of religious expression | | • gather, select, and organise ideas about religion and belief  • suggest answers to some questions raised by the study of religions and beliefs  • suggest meanings for a range of forms of religious expression, using appropriate vocabulary | • suggest lines of enquiry to address questions raised by the study of religions and beliefs  • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence  • recognise and explain diversity within religious expression, using appropriate concepts. | • identify the influences on, and distinguish between, different viewpoints within religions and beliefs  • interpret religions and beliefs from different perspectives  • interpret the significance and impact of different forms of religious and spiritual expression |
| **Beliefs and teachings (what people believe)** | |  | recount outlines of some religious stories | retell religious stories and identify some religious beliefs and teachings | describe some religious beliefs and teachings of religions studied, and their importance | | describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions | explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities | make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. |
| **Practices and lifestyles (what people do)** | |  | recognise features of religious life and practice | identify some religious practices, and know that some are characteristic of more than one religion | describe how some features of religions studied are used or exemplified in festivals and practices | | show understanding of the ways of belonging to religions and what these involve | explain how selected features of religious life and practice make a difference to the lives of individuals and communities | explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. |
| **Expression and language (how people express themselves)** | |  | recognise some religious symbols and words | suggest meanings in religious symbols, language and stories | make links between religious symbols, language and stories and the beliefs or ideas that underlie them | | show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language | explain how some forms of religious expression are used differently by individuals and communities | compare the different ways in which people of faith communities express their faith. |
| **Identity and experience (making sense of who we are)** | |  | identify aspects of own experience and feelings, in religious material studied | respond sensitively to the experiences and feelings of others, including those with a faith | compare aspects of their own experiences and those of others, identifying what influences their lives | | ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers | make informed responses to questions of identity and experience in the light of their learning | discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. |
| **Meaning and purpose (making sense of**  **life)** | |  | identify things they find interesting or puzzling, in religious materials studied | realise that some questions that cause people to wonder are difficult to answer | compare their own and other people's ideas about questions that are difficult to answer | | ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied | make informed responses to questions of meaning and purpose in the light of their learning | express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. |
| **Values and commitments (making sense of right and wrong)** | |  | identify what is of value and concern to themselves, in religious material studied | respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong | make links between values and commitments, including religious ones, and their own attitudes or behaviour | | ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues | make informed responses to people's values and commitments (including religious ones) in the light of their learning | make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply |

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| |  | | --- | | **SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION** | | Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. **They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.**  **R Reflection** – this includes:  • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices  **E Empathy** – this includes:  • Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others  • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow  • Seeing the world through the eyes of others, and seeing issues from their point of view  **Investigation** – this includes:  • Asking relevant questions  • Knowing how to gather information from a variety of sources  • Knowing what may constitute evidence for justifying beliefs in religion  **Interpretation** – this includes:  • Drawing meaning from artefacts, works of art, music, poetry and symbolism  • Interpreting religious language  • Suggesting meanings of religious texts  **Evaluation** – this includes:  • Debating issues of religious significance with reference to evidence and argument  **Analysis** – this includes:  • Distinguishing between opinion and fact  • Distinguishing between the features of different religions  **Synthesis** – this includes:  • Linking significant features of religion together in a coherent pattern  • Connecting different aspects of life into a meaningful whole  **Application** – this includes:  • Making the association between religion and individual, community, national and international life  **Expression** – this includes:  • Explaining concepts, rituals and practices  • Expressing religious views, and responding to religious questions through a variety of media | | |