

| | Year 1 and 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Beliefs and teachings (from various religions) | KS1 Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. | LKS2 Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. | | UKS2 Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. | |
| | - describe the main beliefs of a religion. - describe the main festivals of a religion. | - describe the key teachings and beliefs of a religion. - begin to compare the main festivals of world religions. - refer to religious figures and holy books. | | - recognise and explain how some teachings and beliefs are shared between religions. - explain how religious beliefs can shape the lives of individuals and contribute to society. | |

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| Rituals, ceremonies and lifestyles (from various religions) | KS1 Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. | LKS2 Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. | | UKS2 Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. | |
| | <ul style="list-style-type: none"> - recognise, name and describe religious artefacts, places and practices. - explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. - observe when practices and rituals are featured in more than one religion or lifestyle. | <ul style="list-style-type: none"> - identify religious artefacts and how they are involved in daily practices and rituals. - describe religious buildings and how they are used. - explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. | | <ul style="list-style-type: none"> - explain practices and lifestyles associated with belonging to a faith. - explain practices and lifestyles associated with belonging to a non-religious community. - compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. - show an understanding of the role of a spiritual leader. | |

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| How beliefs are expressed | KS1 Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. | LKS2 Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. | | UKS2 Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. | |
| | <ul style="list-style-type: none"> - name religious symbols and the meaning of them. - learn the name of important religious stories. - retell religious stories and suggest meanings in the story. | <ul style="list-style-type: none"> - begin to identify religious symbolism in different forms of art and communication. - looking at holy texts and stories, explaining meaning in a story. - express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. | | <ul style="list-style-type: none"> - explore religious symbolism in literature and the arts. - explain some of the different ways individuals show their beliefs. - share their opinion or express their own belief with respect and tolerance for others. | |

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| Time to reflect and personal growth | KS1 Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. | LKS2 Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. | | UKS2 Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. | |
| | <ul style="list-style-type: none"> - identify things that are important in their lives. - ask questions about the puzzling aspects of life. - understand that there are similarities and differences between people. | <ul style="list-style-type: none"> - understand that personal experiences and feelings can influence their attitudes and actions. - offer suggestions about why religious and non-religious leaders and followers have acted the way they have. - ask questions that have no agreed answers and offer suggestions as answers to those questions. - understand that there are similarities and differences between people and respect those differences. | | | |

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| Values (in your own life and others' lives) | KS1 Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. | LKS2 Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. | | UKS2 Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. | |
| | <ul style="list-style-type: none"> - look at how values affect a community and individuals. - explain how actions can affect other people. - understand that they have their own choices to make and begin to understand the concept of morals. | <ul style="list-style-type: none"> - make informed choices and understand the consequences of choices. - describe how shared values in a community can affect behaviour and outcomes. - discuss and give opinions on morals and values, including their own. | | | |

SPECIFIC TO CYCLE OF ENQUIRY

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| Communicate | Describe in simple terms their responses to their experiences of the concepts studied. | To begin to describe their own responses to the human experience of the concepts studied. | Describe their own responses to the human experience of the concepts studied. | To begin to explain their own response to the human experience of the concepts explored. | Explain their own response to the human experience of the concepts explored. |
| Apply | Identify simple examples of how their responses relate to their own lives and those of others. | To begin to describe examples of how their responses are, or can be, applied in their own lives and the lives of others. | They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. | To begin to explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. | They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. |
| Enquire | Describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts). | To begin to describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). | They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). | To begin to explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts). | Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts). |
| Contextualise | Simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied. | To begin to describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. | They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. | To begin to explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. | They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied. |
| Evaluate | Evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised. | To begin to evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised. | They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised. | To begin to evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly | They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly |

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