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|  |  | **EYFS** | | **Year 1** | | **Year 2** | **Year 3 Year 4** | | | | **Year 5 Year 6** | | |
|  |  | Exploring **Beliefs** of each religion, worldview studied. | | | | | | | | | | | | |
|  | **Religious texts and stories** | *Listen with enjoyment to stories from different traditions*  Begin to **retell** some religious stories making connection to personal experience.  Identify a sacred text i.e. the bible | **Name** the holy texts from 2 religions.  **Retell** some religious stories from the sacred texts and begin to suggest meaning.  **Recognise** that sacred texts contain stories that are special to many people and may give instructions.  Begin to **recognise** that concepts make up a ‘bigger story’ | | Talk about and **suggest** meaning behind the religious stories studied.  Begin to notice **similarities** between some stories in holy texts from different religions.  **Recognise** that sacred texts give people instructions on how to behave  **Recognise** that the concepts make up a ‘bigger story’ | | | **Name** the holy texts of religions studied.  **Identify** the difference between sacred texts within a holy book i.e. the gospel and letters in the bible.  **Discuss** the meaning of some religious stories from sacred texts.  **Give examples** of how stories show what people believe and make **specific links** to text.  Begin to place concepts and stories on a timeline. | Make **clear links** between text and what people believe in the world today.  **Offer** personal opinions for what texts/stories studied might mean.  **Compare** sacred texts noticing similarities and differences i.e. comparing the gospels from the bible.  **Give examples** of what the texts studied mean to some believers.  **Place** concepts and stories on a timeline. | | **Give meaning** to religious stories, explaining **connections** to religious beliefs, using **technical terms** accurately**.**  **Unpick** how holy texts and stories effect the code for living in religions studied.  **Link text** to why certain places are sacred in some religions.  **Compare** ideas of how people of the same faith may **interpret** the same text in different ways.  **Outline the importance** of concepts & stories being a part of a timeline of event and begin to explain their importance in the wider story. | **Explain** **connections** between text and core religious concepts using religious vocabulary.  **Consider** different possible  meanings for the texts  studied, showing awareness of different interpretations.  **Identify** the type of text and **explain** its purpose i.e., psalm 8.  **Identify** examples of texts that can be interpreted in different ways by a believer i.e. law texts linked to covenant.  **Suggest meaning** for religious accounts and compare the ways believers interrupt these accounts.  **Explain** the place of concepts and stories on a timeline of events, explaining the significance of the order of events and the wider story. | |
|  | **Beliefs,**  **i.e. in God, about creation etc.** | Recognise some religious words i.e. God, Jesus  Talk about what some things a religious story teaches believers | To use the terms God and Prophet in context  **Identify** the key beliefs of 2 religions linked to what the holy books say i.e. Christians believe in one God, the creator. | | Compare the **similarities** and begin to notice **differences** between 2 religions.  Begin to give examples of ways believers use text to guide their beliefs. | | | **Describe** key beliefs of the religions studied beginning to use religious vocabulary.  Make **comparisons** between different religions i.e. Monotheistic/ polytheistic religions  **Give examples** of ways believers use text to guide their beliefs. | Make **comparisons** between religious beliefs looking at similarities/differences.  **Identify** beliefs about commitment and promises made by believers.  **Describe** how people show their beliefs through the way they live their lives. | | **Identify** and **explain** religious beliefs using technical terms accurately.  **Explore** how religious beliefs & teachings impact the way individuals subsequently live their lives i.e. pilgrimage  Begin to **explore** how religious beliefs and science can both **compare** and **contrast.** | **Recognise** and **explain** how some teachings and beliefs are shared between religions.  **Show an understanding** of how religious beliefs and science can be compatible to some.  **Discuss** how some people’s beliefs within the same religion can contrast. | |
|  |  | **Expression** of the beliefs within each religion, worldview studied. | | | | | | | | | | | | |
|  | **Places of worship**  **Expression of worship** | *Explore, and find out about places that matter in different faiths.*  **Recognise** that some places are special and have meaning.  Begin to **recall** ways peopleworship  **Talk about** things that are special and valued in places of worship | **Recognise** there are special places that people go to worship and talk about what people do there.  Give **examples** of how people put their beliefs into practice in worship.  **Explore** how worship does not have to take place in a ‘religious’ building i.e. within the home.  Begin to **compare** the expression of worship in the religions studied. | | Give **examples** of how beliefs are put into practice through worship.  **Begin to describe** how expression of belief can make a difference to people’s lives. | | | **Identify** some different ways believers’ worship within the same religion. | **Describe** and **make comparisons** between the features of places of worship.  **Recount** some rules of behaviour expected when visiting a sacred place of worship  **Explain** what happens during worship rituals in different religions and make comparisons.  Explain the **significance** of places of worship to a community  **Explore** and **explain** the importance of worship within the home for some faiths. | | Have an **understanding** and begin to **give evidence** of how people put their beliefs into practice in different ways.  Explain the **significance** of sacred places that are at the centre of religious pilgrimage.  **Show an understanding** of what is sacred for believers in religious places (i.e. Mecca, River Ganges)  **Give examples** of how worship rituals can vary depending on location, culture etc. | Have a clear **understanding** and **demonstrate** with examples how people put their beliefs into practice in different ways.  Make **clear connections**  between core beliefs and  how these are expressed through religious practices. | |
|  | **Expression of belief**  **Festivals, ceremonies, rituals and celebrations** | Begin to **recall** what happens in simple religious practices  **Recall simply** what happens at a traditional festival  **Talk about** why certain times are special for believers | Begin to **describe** religious practices that express belief i.e. shabbat.  **Name** and **describe** how different Christian festivals are celebrated i.e. Christmas, Easter  Begin to **give examples** of how stories are used in celebrations. | | **Describe** and **explain** why different festivals are celebrated i.e. Hanukah.  Recall **similarities** and **differences** between the festivals observed in the 2 focus religions studied  **Give examples** of how stories are used in celebrations i.e. Passover. | | | **Explore specific features** of festivals and ceremonies i.e. Baptism, Easter, Diwali etc.  **Describe** and **identify** ways believers show their faith within their community  **Begin to explore** the concept of dedication. | **Explain** **why** rituals are important and begin to explore how it impacts the way believers live their lives.  **Understand** the concept of dedication and commitment to a faith.  Begin to **explain** how commitment is demonstrated in religious rituals and practices making links to text.  **Recognise** and **describe** how  expression of belief can be shown by believers in their everyday lives i.e. through prayer  **Describe** why believers might choose to pray as part of their religious practice.  **Offer suggestions** about the meaning and importance of ceremonies of commitment. | | **Explore and make connections** thoughclearpaths of worship within religions i.e. Jesus’ death on the cross, sacrifice and expression of faith through holy communion.  **Explain** howreligious beliefs, commitment and dedication **link** to the concept of sacrifice.  **Compare** and **contrast** religious traditions from the faiths studied i.e. pilgrimage.  **Explain** the spiritual significance and impact on their life of pilgrimage on believers. | **Compare** lifestyles within different faiths and **explore** how beliefs are put into practice in different ways even within the same religion. | |
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|  | **Symbols and artefacts** | Explore, observe and find out objects that matter in different faiths.  Begin to recognise different religious symbols | **Identify** objects used in worship from the 2 focus religions studied.  **Describe** what some of the objects used in worship mean. | | **Recognise** different religious symbols and **suggest t**heir meaning.  **Describe** the significance of religious artefacts from the 2 focus religions. | | | **Identify** religious symbols and **explain** what they represent.  Begin to explore religious symbolism and **discuss** the importance when expressing belief  i.e. water as a symbol in Baptism, the cross at Easter, etc | **Identify** religious symbols and make **clear link**s to text. | | **Explore** religious symbols and **explain** the significance of symbolism on religious rituals i.e. water and Hindu Pilgrimage.  **Explore** religious symbolism in different forms i.e. literature and art. | Explore and **explain** religious symbolism in literature, art and/or music. | |
|  | **Religious leaders, people** | Recall the name of the religious leader of our own school church. | **Know** and namethe religious leaders from the religions studied i.e. vicar, priest, Rabi | | **Identify** inspiring people and key figures from religions studied.  **Identify** characteristics and **describe** why people are inspiring people within a religion. | | | Make **reference** to religious figures and **discuss** why these people are inspiring to others. | Show an **understanding** of the importance of the religious leader in all religions studied.  **Give examples** of ways in which some inspirational people have been guided by their religion | | **Retell stories** about an  Inspirational person **explaining** why their lives  might be considered inspirational  **Describe** how the life of an inspirational religious figure shows beliefs in action.  **Give examples** of why inspirational religious figures behaved in the way they did showing how this links to their religious beliefs.  **Identify** people who inspire, influence and are sources of wisdom to believers of different faiths and explain their impact on people’s lives. |  | |
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|  |  | **Connections to values, community and self** | | | | | | | | | | | | |
|  |  | **Values** | | | | | | | | | | | | |
|  |  | Begin to understand that we must treat others, views and cultures with respect. | | Understand that we must treat others, views and cultures with respect. | | .  Begin to **explore** core values within religions studied.  Explore what respecting other cultures may look like | **Respond** thoughtfully to the core values expressed in each religion studied, recognising similarities and differences. | | | Describe how shared values in a community can affect behaviours, and daily life.  Describe how expression of belief inspires a sense of value for believers and myself. | **Explain** similar or differing values individuals and communities may have and reflect on why.  Express their own values whilst respecting the values of others. | **Explain** how religious beliefs and the core values of a religion can shape the lives of individuals and the contribution they make to society. | |
|  |  | **Community and belonging** | | | | | | | | | | | |
|  |  | **Identify** things that are important in in their own lives.  Begin to **explore** questions about belonging. | | **Explore** questions about what it means to belong. | | Ask **questions** and look at similarities at differences between people and what it means to be part of different communities | Begin to make **links** to their own community.  Begin to describe how shared values in a community can affect behaviours of others.  Begin to **discuss** and represent their own views on challenging questions about what it means to belong. | | | Make **clear links** to their own community.  Discuss and **represent** **to others** their own views on challenging questions about belonging. | **Understand** and discusshow features of religion make a difference to individuals and communities. | | **Express** feelings about their own identity and beliefs. |
|  |  | **Importance of one’s self: reflections, actions and opinions** | | | | | | | | | | | |
|  |  | **Talk about** how they and others show feelings.  Talk about their own and others’ behaviour their consequence  **Know** that some behaviour is unacceptable | | **Ask questions** about puzzling aspects of life.  **Discuss** how their actions can affect other people  Understand that they have their own choices to make and begin to understand the concept of morals. | | Find out about and respond to examples of cooperation between people who are different.  **Explain why** their actions can affect other people  Understand the concept of morals.  Begin to explore how their opinions may be different to other peoples. | **Understand** that personal experiences and feelings can influence attitudes and actions  Begin to make **informed choices** and understand the consequences of their actions,  Ask questions that have no agreed answers and offer suggestions to those questions.  **Begin** to discuss own ideas about what is right and wrong, just and fair. | | | Make **informed choices** and understand the consequences of their actions  Discuss own ideas about what is right and wrong, just and fair. | Begin to **express** feelings about their own identity and beliefs.  **Demonstrate** an ability to make informed choices and an understanding of the consequences.  **Begin** to discuss and reflect on ethical questions.  Begin to **justify** their own opinions whilst respecting the opinions of others.  **Explain** their opinions about concepts and questions that have no agreed answer.  Discuss why their answers may be different to someone else’s and respond sensitively. | **Justify** their own opinions whilst respecting the opinions of others.  Discuss and reflect on ethical questions giving their own **viewpoint** and reasons why,  **Debate** a viewpoint that they hold and be willing to change it if necessary. | |