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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 possiblemeanings for the textsstudied, 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, JesusTalk 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 andhow 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, EasterBegin 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 anInspirational person **explaining** why their livesmight 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 peopleUnderstand 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 peopleUnderstand 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 actionsBegin 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 actionsDiscuss 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. |