|  | **Year 1** | **End of Key Stage 1 expectations** |
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| **Thinking about**  **religion and**  **belief** | Recall features of  religious, spiritual and  moral stories and  other forms of  religious expression.  Recognise and name features of  religions and beliefs. | GDS  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.  EXS  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.  WTS  Pupils can demonstrate awareness that there is more than one religious tradition or faith community. |
| **Enquiring,**  **investigating and**  **interpreting** | Identify what they find interesting and puzzling in life.  Recognise symbols and other forms of religious expression. |
| **Beliefs teachings**  **and sources**  (Thinking about religion and belief) | Recount outlines of some religious stories. |
| **Practices and ways**  **of life**  (Enquiring, investigating and interpreting) | Recognise features of religious life and practice. |
| **Expressing meaning**  (What people believe) | Recognise some  religious symbols and  words. |
| **Diversity and**  **belonging** | Identify aspects of own  experience and  feelings, in religious  material studied. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | Identify things they find interesting or  puzzling, in religious  materials studied. |
| **Values and**  **Commitments**  (Making sense of right and wrong) | Identify what is of value and concern to themselves, in religious material studied. |

|  | **Year 2** | **End of Key Stage 1 expectations** |
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| **Thinking about**  **religion and**  **belief** | 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. | GDS  Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.  EXS  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.  WTS  Pupils are able to name more than one religious tradition or faith community and can talk about some of the distinctive features of each such religious tradition/faith community. |
| **Enquiring,**  **investigating and**  **interpreting** | 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. |
| **Beliefs teachings**  **and sources**  (Thinking about religion and belief) | Retell religious stories and identify some religious beliefs and teachings. |
| **Practices and ways**  **of life**  (Enquiring, investigating and interpreting) | Identify some religious practices and know that some are characteristic of more than one religion. |
| **Expressing meaning**  (What people believe) | Suggest meanings in religious symbols, language and stories. |
| **Diversity and**  **belonging** | Respond sensitively to the experiences and feelings of others, including those with a faith. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | Realise that some questions that cause people to wonder are difficult to answer. |
| **Values and**  **Commitments**  (Making sense of right and wrong) | Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong. |

|  | **Year 3** | **End of Key Stage 2 expectations** |
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| **Thinking about**  **religion and**  **belief** | 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. | GDS  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression.  EXS  Pupils ask important questions about values, commitments and beliefs, making links between their own and others’ responses, attitudes and behaviour.  WTS  Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context. |
| **Enquiring,**  **investigating and**  **interpreting** | 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. |
| **Beliefs teachings**  **and sources**  (Thinking about religion and belief) | Describe some religious beliefs and teachings of religions studied, and their importance. |
| **Practices and ways**  **of life**  (Enquiring, investigating and interpreting) | Describe how some features of religions studied are used or exemplified in festivals and practices. |
| **Expressing meaning**  (What people believe) | Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. |
| **Diversity and**  **belonging** | Compare aspects of their own experiences and those of others, identifying what influences their lives. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | Compare their own and other people's ideas about questions that are difficult to answer. |
| **Values and**  **Commitments**  (Making sense of right and wrong) | Make links between values and commitments, including religious ones, and their own attitudes or behaviour. |

|  | **Year 4** | **End of Key Stage 2 expectations** |
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| **Thinking about**  **religion and**  **belief** | 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. | GDS  Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people’s lives. They explore and explain meanings for a range of forms of religious expression.  EXS  Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.  WTS  They apply their ideas about identity and commitment in a diverse world to their own and other people’s lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance. |
| **Enquiring,**  **investigating and**  **interpreting** | 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. |
| **Beliefs teachings**  **and sources**  (Thinking about religion and belief) | Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. |
| **Practices and ways**  **of life**  (Enquiring, investigating and interpreting) | Show understanding of the ways of belonging to religions and what these involve. |
| **Expressing meaning**  (What people believe) | 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. |
| **Diversity and**  **belonging** | Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. |
| **Values and**  **Commitments**  (Making sense of right and wrong) | Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. |

|  | **Year 5** | **End of Key Stage 2 expectations** |
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| **Thinking about**  **religion and**  **belief** | 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. | GDS  Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.  EXS  Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others’ lives and making clear connections between personal  viewpoints and action.  WTS  Pupils explain what inspires and influences them, expressing their own and others’ views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values. |
| **Enquiring,**  **investigating and**  **interpreting** | 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. |
| **Beliefs teachings**  **and sources**  (Thinking about religion and belief) | Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. |
| **Practices and ways**  **of life**  (Enquiring, investigating and interpreting) | Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. |
| **Expressing meaning**  (What people believe) | Explain how some forms of religious expression are used differently by individuals and communities. |
| **Diversity and**  **belonging** | Make informed responses to questions of identity and experience in the light of their learning. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | Make informed responses to questions of meaning and purpose in the light of their learning. |
| **Values and**  **Commitments**  (Making sense of right and wrong) | Make informed responses to people's values and commitments (including religious ones) in the light of their learning. |

|  | **Year 6** | **End of Key Stage 2 expectations** |
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| **Thinking about**  **religion and**  **belief** | 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 cultures. | GDS  Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.  EXS  Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others’ views on fundamental questions of identity and belonging, meaning, purpose and truth.  WTS  Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult. |
| **Enquiring,**  **investigating and**  **interpreting** | 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 teachings**  **and sources**  (Thinking about religion and belief) | 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 ways**  **of life**  (Enquiring, investigating and interpreting) | Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. |
| **Expressing meaning**  (What people believe) | Compare the different ways in which people of faith communities express their faith. |
| **Diversity and**  **belonging** | Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. |
| **Meaning purpose and**  **Truth**  (Making sense of life) | 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) | 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. |

**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.

**Reflection:**  
• Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices.

**Empathy:**  
• 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:**  
• Asking relevant questions.  
• Knowing how to gather information from a variety of sources.   
• Knowing what may constitute evidence for justifying beliefs in religion.

**Interpretation:**  
• Drawing meaning from artefacts, works of art, music, poetry and symbolism.  
• Interpreting religious language.   
• Suggesting meanings of religious texts.

**Evaluation**:  
• Debating issues of religious significance with reference to evidence and argument.

**Analysis:**  
• Distinguishing between opinion and fact.  
• Distinguishing between the features of different religions.

**Synthesis:**  
• Linking significant features of religion together in a coherent pattern.   
• Connecting different aspects of life into a meaningful whole.

**Application:**  
• Making the association between religion and individual, community, national and international life.

**Expression**:  
• Explaining concepts, rituals and practices.  
• Expressing religious views, and responding to religious questions through a variety of media.