

	EYFS	KSI		LKS2		UKS2	
Themes	Reception Pupils can:	Year 1 Pupils can use religious phrases and words to:	Year 2 Pupils can use religious phrases and words to:	Year 3 Pupils can use an increasing religious vocabulary to:	Year 4 Pupils can use an increasing religious vocabulary to:	Year 5 Pupils can use a developing religious vocabulary to:	Year 6 Pupils can use a developing religious vocabulary to:
<p><b>How beliefs are expressed</b></p> <p><b>Religious stories.</b></p>	<p><b>L C ELG</b> <b>Demonstrate understanding</b> of what has been read to them by <b>retelling</b> stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>EAD B I E ELG</b> <b>Invent, adapt and recount</b> narratives and stories with peers and their teacher.</p>	<p><b>Recount</b> outlines of some religious stories.</p> <p><b>Sequence</b> two or more images from religious stories e.g. The Lost Sheep, Creation, Christmas</p> <p><b>Recognise and recall</b> Christian stories and those of other religions.</p>	<p><b>Retell</b> religious stories.</p> <p><b>Sequence</b> the main events of a religious story in order E.g. Moses, Easter, Christmas.</p> <p><b>Use</b> a biblical story as a basis for their own story on a given theme or value.</p> <p><b>Decide and give a reason</b> for which aspects of the Easter Story are most important to the church or Christians.</p>	<p><b>Retell</b> stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for a Christian.</p> <p><b>Retell</b> a story that shows the authority of Jesus, suggesting how a Christian might understand the story</p> <p><b>Make a link between</b> the way a parable or religious story is used in religious teaching and the impact it has on a child belonging to the faith.</p> <p><b>Looking at</b> holy texts and stories, <b>explain</b> meaning in a story.</p> <p><b>Give a definition</b> of 2 religious concepts with reference to a religious story or practice.</p>	<p><b>Looking at</b> holy texts and stories, <b>explain</b> meaning in a story.</p> <p><b>Describe</b> some of the things that Christians learn about Jesus from the New Testament.</p> <p><b>Describe links</b> between the Christmas and Easter stories and key beliefs about Jesus (incarnation &amp; Resurrection/salvation)</p> <p><b>Describe</b> what believers might learn from religious stories.</p>	<p><b>Describe and link</b> religious teaching with moral choices such as charity work.</p> <p><b>Describe similarities or differences</b> about what believers might learn from two given religious stories.</p>	<p>Choose two religious stories from differing religions and <b>demonstrate how</b> believers may learn similar lessons.</p>
<b>Understanding</b>	<b>UW P C C ELG</b> <b>Know</b> some similarities and	<b>Describe</b> some of the main festivals or	<b>Identify some</b> religious beliefs and teachings.	<b>Describe the key</b> teaching and belief of the religions studied.	<b>Describe the key</b> beliefs and	<b>Describe the impact</b> of faith on the lives of believers.	<b>Describe and explain</b> different ideas about human

<p><b>beliefs and teachings</b></p> <p><b>Beliefs and teachings (from various religions)</b></p>	<p>differences between different religious and cultural communities in this country, <b>drawing on</b> their experiences and what has been read in class.</p>	<p>celebrations of a religion.</p>	<p><b>Reflect</b> on what makes Shabbat holy for Jews</p>	<p><b>Refer to</b> religious figures and holy books to <b>explain</b> answers.</p> <p><b>Identify</b> similarities and difference between religions and beliefs.</p> <p><b>Compare</b> a given idea about God to another given example from another religion.</p> <p><b>Describe</b> three things that Christians believe and how they link, including communion.</p>	<p>teachings of the religions studied.</p> <p><b>Identify connections</b> between beliefs and teachings within each religion studied.</p> <p><b>Describe</b> similarities and differences between religions and beliefs</p> <p><b>Compare</b> simple Christian ideas about God with those of another religion.</p> <p><b>Describe</b> some of the different ways that Christians express their beliefs by belonging to a church/congregation/community.</p>	<p><b>Explain</b> how some teaching and beliefs are shared between religions.</p> <p><b>Explain</b> how religious beliefs shape the lives of individuals and communities.</p> <p><b>Recognise and explain</b> the impact of beliefs on individuals and communities.</p> <p><b>Compare</b> different views of sacred space, sacred texts or sacred people with reference to 2 given faiths.</p> <p><b>Know</b> the different ways Christians believe that God communicates with them and the difference it makes to their lives.</p> <p><b>Describe and show</b> the ways that</p>	<p>relationships with reference to three different faiths.</p> <p><b>Make comparisons</b> between the key beliefs, teachings and practices of the religions studied.</p> <p><b>Explain</b> how some beliefs and teachings make a difference to the lives of individuals and communities.</p> <p><b>Use</b> religious and philosophical terminology and concepts to <b>explain</b> religions, practices and beliefs.</p> <p><b>Make links between</b> Jesus life and teaching and different form of Christian action e.g., ritual, protest, charity.</p> <p><b>Describe and explain</b> the different views of sacred space, sacred text and sacred people with</p>
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						<p>Christians understand God.</p> <p><b>Explain</b> how a Christian understanding of the resurrection might influence the way Christians respond to death.</p>	<p>reference to 2 faiths.</p> <p><b>Describe and compare</b> different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit.</p> <p><b>Describe</b> how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship.</p> <p><b>Describe and compare</b> different ideas Christians may have about salvation and life after death.</p> <p><b>Describe and compare</b> different ideas about life after death within other religions.</p>
<p><b>Understand</b> practices and lifestyles</p>	<p><b>UW P P ELG</b> <b>Talk</b> about the lives of the people around</p>	<p><b>Recognise, name</b> and <b>describe</b> some religious artefacts and places</p>	<p><b>Identify</b> some Religious practices; <b>know</b> that some are characteristic of</p>	<p><b>Identify</b> religious artefacts and buildings; <b>explain</b> how and why they are used.</p>	<p><b>Understand</b> the ways of belonging to religions and what these involve.</p>	<p><b>Show an understanding</b> of the role of a spiritual leader.</p>	<p><b>Compare and contrast</b> the lifestyles of different faith groups.</p>

<p><b>Rituals, ceremonies and lifestyles (from various religions)</b></p>	<p>them and their roles in society</p>	<p><b>Recognise</b> features of religious life and practice.</p> <p><b>Explore, compare and identify</b> artefacts associated with a religion or religious story.</p> <p><b>Explore</b> how belonging to a religion impacts on family life e.g. how Jewish people spend their weekend.</p> <p><b>Explore</b> how festivals are celebrated in different cultures and religions e.g., Jewish New Year.</p> <p><b>Recognise</b> that Jesus was a leader and others followed him.</p>	<p>more than one religion.</p> <p><b>Identify</b> how religion and belief are expressed in different ways.</p> <p><b>Explore and gather information</b> about a religious festival.</p> <p><b>Reflect on and explore</b> the similarities between Christian and Jewish Festivals (compare).</p> <p><b>Identify</b> the meanings for foods and practices during festivals.</p>	<p><b>Explain</b> some of the religious practices of both religious leaders and individuals.</p> <p><b>Describe</b> how some features of the religions studied are used in festivals and practices.</p> <p><b>Give a reason</b> why Christians take communion.</p>	<p><b>Identify and describe</b> the impact of beliefs and practices on individuals, groups and communities.</p> <p><b>Comment on Connections</b> between questions, beliefs, values and practices.</p> <p><b>Describe</b> the importance to a Christian of Prayer and commemoration (Communion and Lent).</p>	<p><b>Explain</b> how Selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p><b>Explain connections</b> between questions, beliefs, values and practices in different belief systems.</p> <p><b>Describe and give reasons</b> for the key features of a religious building with reference to holy texts where appropriate.</p>	<p><b>Give reasons</b> why some within the same faith may adopt different lifestyles.</p> <p><b>Explain the significance</b> of practices of faiths to the lives of individuals and communities.</p> <p><b>Explain</b> some of the opportunities and challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p><b>Describe and compare</b> how important aspects of other religious beliefs are reflected in the buildings and practices of a community.</p>
<p><b>Understanding how beliefs are conveyed</b></p>	<p><b>UW P C C ELG</b> Know some similarities and differences between different</p>	<p><b>Recognise</b> some religious symbols and words.</p> <p><b>Name</b> some religious symbols.</p>	<p><b>Explain</b> the meaning of some religious symbols.</p> <p><b>Suggest meanings</b> in</p>	<p><b>Identify</b> religious symbolism in literature and the arts.</p> <p><b>Make links between</b> religious symbols,</p>	<p><b>Show</b> how religious beliefs, ideas and feelings can be expressed in a variety of forms,</p>	<p><b>Explain some</b> of the different ways that individuals show their beliefs.</p>	<p><b>Compare</b> the different ways in which people of faith communities express their faith.</p>

How beliefs are expressed	religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p><b>Explore and recognise</b> some religious symbols</p> <p><b>Reflect</b> on how symbols make them feel.</p>	<p>religious stories and language used.</p> <p><b>Identify</b> the importance of Jewish and Christian Symbols from a range (recognise).</p> <p><b>Compare and talk about</b> the importance of symbolic clothing.</p>	<p>language and stories and the beliefs or ideas that underlie them.</p> <p><b>Suggest meanings</b> for symbols e.g., light.</p> <p><b>Suggest 2 reasons</b> why a symbols is a 'good' symbol for its festival: e.g., light for Christmas.</p> <p><b>Identify and match</b> the symbols of the Eucharist to Key Christian beliefs.</p>	<p><b>using appropriate vocabulary.</b></p> <p><b>Give meanings</b> for some symbols, stories and religious language.</p> <p><b>Show</b> how signs and symbols can communicate important beliefs.</p> <p><b>Describe</b> what members of other religions might learn from symbols.</p>	<p><b>Explain</b> how some forms of religious expression are used differently by individuals and communities.</p> <p><b>Compare</b> symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions.</p> <p><b>Recognise and explain</b> the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief.</p>	<p><b>Explain</b> the reasons for and effects of diversity within and between religions, beliefs and cultures.</p> <p><b>Describe and compare</b> different ways of demonstrating commitment to a tradition of religion and belief.</p>
<p><b>Reflecting</b></p> <p><b>Time to reflect and personal growth</b></p>	<p><b>CL LAU ELG</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p>	<p><b>Identify</b> things important in own life and compare these to religious beliefs.</p> <p><b>Identify</b> aspects of own experience and feelings in religious stories studied.</p>	<p><b>Ask questions</b> about their own and others' feelings and experiences.</p> <p><b>Realise</b> that some questions that cause people to wonder are difficult to answer.</p>	<p><b>Understand</b> that personal experiences and feelings influence attitudes and actions.</p> <p><b>Compare</b> aspects of own experiences and those of others, identifying what influences own life.</p> <p><b>Compare</b> own and other people's ideas about</p>	<p><b>Ask questions</b> about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p>	<p><b>Recognise and express</b> feelings about own identities (relating these to religious beliefs or teachings).</p> <p><b>Make informed responses</b> to questions of identity, experience, meaning and</p>	<p><b>Discuss and express</b> own views on questions of identity, meaning, purpose and morality (relating these to a range of faiths)</p> <p><b>Explain</b> why own answers to ultimate questions may differ from those of others.</p>

	<p><b>CL LAU ELG</b> Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><b>CL S ELG</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p><b>CL S ELG</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>CL S ELG</b> Express their ideas and feelings about their experiences.</p>	<p><b>Identify</b> things they find interesting or puzzling in religious materials studied.</p> <p><b>Explore and reflect</b> upon some interesting or puzzling questions.</p> <p><b>Reflect</b> on and ask questions about how and why people celebrate.</p> <p><b>Reflect</b> on the idea of a celebration as a human instinct.</p>	<p><b>Respond sensitively</b> to the experiences and feelings of others, including those with a faith</p> <p><b>Create and decide</b> what would be good questions to ask a Rabbi or a Vicar.</p> <p><b>Reflect</b> on their own views and give a reason for it.</p> <p><b>Ask questions</b> about thoughts that puzzle them.</p>	<p>questions that are difficult to answer.</p> <p><b>Investigate and connect</b> features of religions and beliefs.</p> <p>Begin to <b>ask</b> important questions about prayer and worship.</p> <p><b>Ask questions and suggest answers</b> about why people choose to follow rules and duties.</p>	<p><b>Give some reasons</b> why religious figures may have acted as they did.</p> <p><b>Ask questions</b> about puzzling aspects of life/ experiences and suggest answers, making reference to the teaching of religions studied.</p> <p><b>Gather, select and organize</b> ideas about religions and beliefs.</p> <p><b>Ask important questions</b> about prayer, worship, pilgrimage and miracles</p> <p><b>Use appropriate examples</b> to support their ideas and opinions.</p>	<p>purpose based on learning (using relevant sources and evidence).</p> <p><b>Explain</b> own ideas about the answers to ultimate questions.</p> <p><b>Suggest lines of enquiry</b> to address questions raised by the study of religions and beliefs.</p> <p><b>Ask important questions</b> about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions.</p> <p><b>Use appropriate examples</b> to support their ideas and opinions</p> <p><b>Devise 4 questions</b> to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give.</p>	<p><b>Identify</b> the influences on different viewpoints within religions and beliefs.</p> <p><b>Interpret</b> the significance and impact of different forms of religious and spiritual expression.</p> <p><b>Ask important questions</b> about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources.</p> <p><b>Use appropriate examples</b> to support their ideas and opinions.</p>
Understanding	<p><b>PSED SR ELG</b> Show an</p>	<p><b>Identify</b> what is of value and</p>	<p><b>Explain</b> how actions affect</p>	<p><b>Discuss and give opinions</b> on stories</p>	<p><b>Describe</b> how some of the values held</p>	<p><b>Express</b> own values and remain</p>	<p><b>Show an awareness</b> of morals and right</p>

<p>Values</p> <p>Values (in your own life and others lives)</p>	<p>understanding of their own feelings and those of others.</p> <p><b>PSED MS ELG</b> Explain the reasons for rules, know right from wrong.</p>	<p>concern to self through religious material studied.</p> <p><b>Identify</b> examples of when had to make own choices.</p> <p><b>Talk about</b> something that is good (The World) and give a reason for why their actions are important.</p> <p><b>Explore and talk about</b> what makes someone a leader and give a reason for this.</p>	<p>others; understand the term 'morals'.</p> <p><b>Respond</b> sensitively to the values and concerns of others, in relation to matters of right and wrong</p> <p><b>Explore, discuss and record</b> down some ideas about why leaders are needed (decide).</p>	<p>involving moral dilemmas.</p> <p><b>Explain</b> how beliefs about right and wrong affect people's behaviour.</p> <p><b>Make links</b> between values and commitments, including religious ones, and own attitudes/behaviour.</p> <p><b>Respond</b> sensitively to the rules and customs followed by others, saying why those rules matter to them.</p>	<p>by communities or individuals affect behaviour and actions.</p> <p><b>Ask questions</b> about matters of right and wrong: suggest answers that show understanding of moral and religious issues.</p> <p><b>Describe</b> some of the rules/guidance used by believers of other religions and how these might be applied to working with others</p> <p><b>Describe</b> the way Jesus has authority for Christians and link to qualities people with authority need to have.</p>	<p>respectful of those with different values.</p> <p><b>Make informed responses</b> to people's values and commitments (including religious ones) based on learning.</p> <p><b>Recognize and explain</b> diversity within religious expression, using appropriate concepts.</p> <p><b>Link their own ideas</b> about how to live a good life to the teachings of Christianity and other religions.</p> <p><b>Describe and link</b> religious teaching with moral choices such as charity work.</p> <p><b>Suggest answers</b> a Christian might give to the questions about how the authority of Jesus is lived out in the Church.</p>	<p>and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p><b>Explain</b> why different religious communities or individuals may have a different view of what is right/wrong.</p> <p><b>Use different techniques appropriately</b> to reflect deeply on people's values and commitments (including religious ones).</p> <p><b>Make links</b> between other religious teachings about God and guidance for life</p> <p><b>Explain the impact</b> of authority and how the world might be changed if people lived by it.</p>
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