

I can....	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore	<p>Talk about the past and present events in their own lives and the lives of family members.</p> <p>Talk about similarities and differences in relation to themselves, places, faith buildings e.g. the church and the mosque.</p>	<p>Use words and phrases to recognise and name features of religious life and religious life and practice valued by believers.</p> <p>Recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.</p>	<p>Use words and phrases to identify some features of religious life and practices valued by believers.</p> <p>Retell religious stories and suggest meanings for religious actions and symbols.</p> <p>Identify how religion is expressed in different ways.</p>	<p>Use a developing vocabulary to describe some key features of religions recognising similarities and differences.</p> <p>Make links between beliefs, practices and sources including religious stories and sacred texts.</p> <p>Begin to identify the impact religion has on believers' lives.</p> <p>Describe some form of religious expression.</p>	<p>Use a developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences. Pupils make links between them and describe similarities and differences within and between religion.</p> <p>Describe the impact of religion on people's lives.</p> <p>Explore and explain meanings for a range of forms of religious expression and non-religious expression.</p>	<p>Use an increasingly wide vocabulary to explain the impact of religious beliefs and non-religious life stance on individuals and communities.</p> <p>Show a developing insight into why people being to religions. Demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. Explain possible reasons for this and explain how religious sources are used to provide answers to ethical issues.</p>	<p>Use increasingly rich vocabulary to give informed accounts of religions and beliefs.</p> <p>Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues</p> <p>Interpret the significance of religious, spiritual, moral expression.</p> <p>Interpret sources and arguments regarding world views/issues.</p>

Engage	Talk about the features of their own immediate environment and how environments may vary from one another and what makes them special and unique. Enjoy learning about the diverse nature of the world around them.	Talk about experiences of the world around them, stating what is of value and concern to themselves and others.  Use stories to identify ways in which people are special and unique.	Recognise that some questions cause people to wonder and some are difficult to answers.  Share ideas about right and wrong.	Ask important questions about values, commitments and beliefs making links between their own and others' responses, attitudes and behaviours.	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.	Ask and suggest questions 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 actions.	Use reasoning and examples to explore the relationship between beliefs, teachings and world issues.  Express insights into their own and others' views on fundamental questions of identity and belonging, meaning and purpose and perceived truth.
Reflect	Talk about how children do not always enjoy the same things and are sensitive to this. Talk about similarities and differences between themselves and others, and among families communities and traditions. Show how it important to be part of a community.	Demonstrate awareness that there are many religious traditions/faith communities and that some people do not wish to follow a faith or belief system.	Name more than one religious tradition or faith community and talk about distinctive features of these.  Know that some people do not identify as being religious.	Identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths.  Understand the importance and reality of existing in a plural context.  Know that some people do not	Apply their ideas about identity and commitment in a diverse world to their own and other people's lives.  Describe what inspires and influences themselves and others, especially their commitments, values and choices.  Recognise in themselves and others some	Explain what inspires and influences them expressing their own and others' views on the opportunities and challenges of commitment in a diverse world.  Identify the consequences for themselves and for others holding particular beliefs and values.	Focus on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst considering the views and expressions of others.  Talk about examples of religious cooperation and why this is sometimes difficult.

				identify as being religious.	reactions to living alongside others who have a different faith or stance.  Explain why some people do not identify as being religious.		
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