

## Children should be taught to:

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Beliefs and teachings (what people believe)</b>	<ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	<ul style="list-style-type: none"> <li>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Practices and lifestyles (what people do)</b>	<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities</li> </ul>
<b>Expression and language (how people express themselves)</b>	<ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> </ul>	<ul style="list-style-type: none"> <li>suggest meanings in religious symbols, language and stories</li> </ul>	<ul style="list-style-type: none"> <li>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>compare the different ways in which people of faith communities express their faith</li> </ul>
<b>Identity and experience (making sense of who we are)</b>	<ul style="list-style-type: none"> <li>identify aspects of own experience and feelings, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul>	<ul style="list-style-type: none"> <li>compare aspects of their own experiences and those of others, identifying what influences their lives</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to questions of identity and experience in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<b>Meaning and purpose (making sense of life)</b>	<ul style="list-style-type: none"> <li>identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul>
<b>Values and commitments (making sense of right and wrong)</b>	<ul style="list-style-type: none"> <li>identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>