

# Religious Education Policy



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## Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work for Religious Education and the School Safety Manual which set out in detail what pupils in different class groupings will be taught.

The philosophy and purpose of the teaching of Religious Education at Acorns School is in line with our belief that every child matters so we provide all children with the support they need to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

*Every state-funded school must offer a curriculum which is balanced and broadly based, and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*(Education Act 2002)*

Aims:

*'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief.'*

The aims of Religious Education, as laid down by the Lancashire Agreed Syllabus are to provide opportunities for children to focus on:

**1. Know about and understand a range of religions and worldviews, so that they can:**

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- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

**3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*('Review of Religious Education in England', RE Council of England and Wales, Oct 2013 p.14).*

These aims are consistent with our school philosophy and take account of National Curriculum Statutory guidance.

The Lancashire agreed syllabus states that RE should enable pupils to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others;
- approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together;
- understand the relationships between the individual and the community in religious life;
- develop appropriate ways of communicating their own thoughts, feelings and responses;
- and apply these insights to the development of their own beliefs, values and attitudes.

### **Why is RE important?**

Religion and belief inform our values and are reflected in what we say and how we behave.

RE is an important subject in itself, developing an individual's knowledge and understanding of the religion and belief which form part of contemporary society. Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development, thinking skills and others. It offers opportunities for deep personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

*(Adapted from 'RE in English Schools Non-statutory Guidance 2010, p.7)*

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## Programmes of study

### Lancashire agreed Syllabus 2016 'the search for meaning'

The syllabus has been updated in 1994, 2000, 2006, 2011 and 2016 to take account of changes in education/ national curriculum.

The latest RE syllabus is enquiry based, each year group is given a focus question for the year and each topic is based around a question.

At the centre is the question 'what does it mean to be human?'

Exploration – 4 key areas

- **shared human experience** - the nature of human being.
- **living religious tradition** - principal religious traditions encountered in the world.
- **beliefs and values** - which lie at the heart of these traditions.
- the **search for personal meaning** – a lifelong quest for understanding.

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way.

## Requirements

Christianity is compulsory for at least 50% of RE curriculum time and no more than 75%.

Islam and Hindu Dharma are studied at KS1 and again at KS2 as a progressed study.

KS1 – 36 hours, 50 mins per week. KS2 – 45 hours, 60 minutes per week. This can be combined into themed days or weeks.

In accordance with the Lancashire agreed syllabus, other 'non progressed' religions should be studied, and these are no less significant. Access to these religions, not chosen for progression, may be delivered through celebration throughout the year. These religions include Judaism, Buddhism and Sikh Dhoram.

RE is delivered as an integral part of the early years curriculum.

The QCA scheme of work for Religious Education at KS1 and KS2 may be used in the medium and long terms planning whilst meeting the requirements of the Lancashire Agreed Syllabus RE.

## Method of delivery

RE is planned on a 3-year rolling programme to ensure children are provided with the opportunities to learn about the six major world faiths. The RE subject leader had produced an 'RE curriculum' document to explain the structures and procedures for planning teaching and learning of RE. This document is attached in Appendix 1.

In relation to Religious Education however, additional considerations apply as outlined below. Teachers are expected to use these as a basis for their planning and differentiate to the level of understanding of the children in their class. This could look different each year. The different topics offer the opportunity for a broad range of learning experiences in which pupils develop skills at an appropriate level. Teaching subjects at the same time as a partner class allows further opportunities for sharing and differentiation. Teachers should also plan visits outside of school to enrich learning, as well as invite visitors into school.

### **Early Years**

Provide experiences and support to enable children to develop a positive sense of themselves and their relationships with others. Early years classes will also be expected to take part in festivals and celebrations as listed in the curriculum planning document. This will also involve shared sessions with Woodlands Class.

### **Woodlands Class**

Woodlands class is made up of pupils from reception to year 6. The children in this class all have Profound and Multiple Learning Difficulties (PMLD) are working at a pre subject specific level. Therefore, this class follow their own 'PMLD' curriculum. This covers five core areas

1. Communication, language and Literacy
2. Sensory awareness and cognition
3. Physical skills and motor control
4. Personal care and independence skills
5. SMSC (Spiritual, Moral, Social and cultural development)

RE is covered through SMSC.

For our PMLD pupils, RE consists of shared experiences, celebrations and sensory activities. This will be based around the festivals and celebrations in our calendar, including, but not limited to Diwali, Christmas, Lent, Easter, Eid and birthday celebrations. Events will also be shared with Seedlings class.

### **KS1**

Have opportunities to build on their own experiences and knowledge of activities from the foundation stage. Each class will teach a different element/ focus of the same religion in a term. They will also have opportunities to celebrate festivals and events. Partner classes are expected to plan sharing events each half term.

### **KS2**

Pupils are encouraged to learn more about the characteristics of, and people associated with religion. Each class will teach a different element/ focus of the same religion in a term. They will also have opportunities to celebrate festivals and events. Partner classes are expected to plan sharing events each half term.

### **Planning & Class Organisation**

At the foundation stage and at KS1 and 2, Religious Education is delivered by the class teacher or HLTA.

The subject, if appropriate, is also reinforced via cross curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

### **Resources:**

Resources are stored in the outside storage and resource building and are organised into sections specific to religions and aspects of world faith.

### **Information and Communication Technology**

Each class has a PC with a range of software designed to help develop skills in each of the programmes of study in Religious Education. Each class also has their own iPad, with access to a class set of iPads as timetabled.

### **Equal Opportunities**

Multi-cultural and gender aspects of Religious Education are addressed wherever it is relevant. There is regular monitoring of the language used within the classroom as well as the equipment used to teach Religious Education.

### **Role of Religious Education Subject leader**

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

### **Assessment, recording and reporting**

The procedures for assessment, recording and reporting of pupils' progress are outlined in the policy document of the same name in relation to Religious Education, however, the following considerations apply.

### **Recording Achievement**

Observations in RE should be recorded on Evidence for Learning. These should comprise of photos, videos and records of observations. Achievement can be recorded against 'I can' statements listed on Evidence for learning. A list of these is attached in Appendix 2. Evidence for learning is to be used by all teaching staff and support staff to record achievements using photos and videos with narrative. RE can be 'tagged' into the recordings. Special achievements are rewarded with a certificate; star of the week with evidence displayed on the Achievement Board.

### **Assessing Achievement**

Assessment against 'I can statements' can be made on an individual basis to demonstrate progress. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Pupils are assessed at the end of key stage according to statutory requirements. The 'I can' statements have been produced by a team of RE subject leaders from Lancashire schools.

P levels are used as an assessment tool based on the performance criteria published by the DfES.

### **Reporting Achievement**

Achievement will be reported on the basis of completed evaluations. The teacher responsible for the subject delivery will report achievement via the annual report to parents. Reporting to parents is done on an annual basis through the Annual Review, which is a written report.

**Monitoring and Evaluating Religious Education**

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process which is the responsibility of all staff but is seen as a major facet of sound management of school and thus it is directed from a senior management level. Opportunities are made available to subject co-ordinators to allow them to work alongside colleagues in other classes within the school in order to monitor the balance and coverage of the Religious Education strategy and to evaluate the standards of teaching and learning within the school. Opportunities are also available to access and attend RE special schools network meetings. This in turn affects future planning and delivery of the subject. Evidence for Learning is used to monitor RE, both what is being taught and learning/ progress.

December 2020

The intent of this overview is that the teacher will offer differentiated and accessible lesson content with the aim that pupils gather some understanding and experience of the theme. This may look different depending on the cohort of children in the class.

Year 1 RE cycle 2021-22	Key Question/ concept	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Festivals/ Celebrations</b>		<b>Diwali - Sat 14<sup>th</sup> Nov</b>	<b>Christmas/ advent</b>		<b>Easter</b> Palm Sunday - March 28 <sup>th</sup> Good Friday - 2 <sup>nd</sup> April Easter Sunday - 4 <sup>th</sup> April	<b>Vesak/Buddha Day 8<sup>th</sup> April</b>	<b>End of year celebrations</b>
<b>Seedlings</b>	<b>Why are some things special?</b>	Hinduism - Why do we celebrate? Diwali	Christianity - Why do we celebrate? Christmas	Which stories and books are special for different people - Islam focus	Which stories and books are special for different people - Christianity focus		
<b>Woodlands</b>	<b>Why are some things special?</b>	Hinduism - Why do we celebrate? Diwali	Christianity - Why do we celebrate? Christmas	Which stories and books are special for different people - Islam focus	Which stories and books are special for different people - Christianity focus		
<b>Cedar</b>	<b>What do people say about God?</b>	Hinduism What do Hindus believe about God?	Christianity - Jesus Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Christianity - God Why do Christians say that God is a father?	Judaism Why might some people put their trust in God?	Christianity - church How might some people show that they 'belong' to God?
<b>Elm</b>	<b>What do people say about God?</b>	Hinduism What do Hindus believe about God?	Christianity - Jesus	Islam How might beliefs about creation affect	Christianity - God Why do Christians say	Judaism Why might some people put their trust in God?	Christianity - church How might some people show that

			Why is Jesus special to Christians?	the way people treat the world?	that God is a father?		they 'belong' to God?
<b>Willow</b>	How do we respond to the things that really matter?	Hinduism How might people show their devotion?	Christianity - Jesus Why do Christians say Jesus is the 'light of the world?'	Islam Why do Muslims believe it is important to obey God?	Christianity - God Does how we treat the world matter?	Buddhism What do we mean by a good life?	Christianity - church What unites the Christian community?
<b>Ash</b>	How do we respond to the things that really matter?	Hinduism How might people show their devotion?	Christianity - Jesus Why do Christians say Jesus is the 'light of the world?'	Islam Why do Muslims believe it is important to obey God?	Christianity - God Does how we treat the world matter?	Buddhism What do we mean by a good life?	Christianity - church What unites the Christian community?
<b>Pine</b>	Who should we follow?	Hinduism Why is family an important part of Hindu life?	Christianity - God How (and why) have some people served God?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Buddhism What do we mean by a good life?	Christianity - church What do Christians mean by the 'Holy Spirit?'
<b>Oak</b>	Who should we follow?	Hinduism Why is family an important part of Hindu life?	Christianity - God How (and why) have some people served God?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Buddhism What do we mean by a good life?	Christianity - Church What do Christians mean by the 'Holy Spirit?'
<b>Sharing date</b>		w/c 19 <sup>th</sup> October	Christmas activities	w/c 15 <sup>th</sup> February	w/c 22 <sup>nd</sup> March	w/c 24 <sup>th</sup> May	End of year events

Year 2 RE cycle 2022-23	Key Question/ concept	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Festivals/ celebrations</b>		<b>Harvest</b>	<b>Christmas</b>		<b>Passover Vaisakhi</b>		
<b>Seedlings</b>	Why are some things special?	Which stories and books are special for different people - Christianity focus	Christianity - Why do we celebrate? Christmas	Hinduism - Why do we celebrate? Holi	Judaism - Why do we celebrate? Passover	Islam - Why do we celebrate? Eid	Christianity - Church
<b>Woodlands</b>	Why are some things special?	Which stories and books are special for different people - Christianity focus	Christianity - Why do we celebrate? Christmas	Hinduism - Why do we celebrate? Holi	Judaism - Why do we celebrate? Passover	Islam - Why do we celebrate? Eid	Christianity - Church
<b>Cedar</b>	What do people say about God?	Christianity - God Why do Christians say that God is a father?	Christianity - Jesus Why is Jesus special to Christians?	Hinduism What do Hindus believe about God?	Judaism Why might some people put their trust in God?	Islam How might beliefs about creation affect the way people treat the world?	Christianity - church How might some people show that they 'belong' to God?
<b>Elm</b>	What do people say about God?	Christianity - God Why do Christians say that God is a father?	Christianity - Jesus Why is Jesus special to Christians?	Hinduism What do Hindus believe about God?	Judaism Why might some people put their trust in God?	Islam How might beliefs about creation affect the way people treat the world?	Christianity - church How might some people show that they 'belong' to God?
<b>Willow</b>	How do we respond to the	Christianity - God	Christianity - Jesus	Hinduism	<b>Sikhism</b>	Islam	Christianity - church

	things that really matter?	Does how we treat the world matter?	Why do Christians say Jesus is the 'light of the world?'	How might people express their devotion?	Why are the Gurus important to Sikhs?	Why do Muslims believe it is important to obey God?	What unites the Christian community?
<b>Ash</b>	How do we respond to the things that really matter?	Christianity - God Does how we treat the world matter?	Christianity - Jesus Why do Christians say Jesus is the 'light of the world?'	Hinduism How might people express their devotion?	Sikhism Why are the Gurus important to Sikhs?	Islam Why do Muslims believe it is important to obey God?	Christianity - church What unites the Christian community?
<b>Pine</b>	Who should we follow?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Christianity - God How (and why) have some people served God?	Hinduism Why is family an important part of Hindu life?	Sikhism How do Sikhs express their beliefs and values?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - church What do Christians mean by the 'Holy Spirit?'
<b>Oak</b>	Who should we follow?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Christianity - God How (and why) have some people served God?	Hinduism Why is family an important part of Hindu life?	Sikhism How do Sikhs express their beliefs and values?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - Church What do Christians mean by the 'Holy Spirit?'
<b>Sharing date</b>			Christmas events				

YEAR 3 RE cycle 2022-23	Key Question/ concept	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Festivals/ celebrations</b>		<b>Festival - Sukkot</b>	<b>Christmas/ Advent</b>	<b>Holi</b>	<b>Easter Good Friday Easter Sunday</b>	<b>Eid-Al-Fitr (Ramadan starts)</b>	<b>End of year celebrations</b>
<b>Seedlings</b>	Why are some things special?	Judaism - Why do we celebrate? Sukkot	Christianity - Why do we celebrate? Christmas	Hinduism - Why do we celebrate? Holi	Which stories and books are special for different people - Christianity focus	Islam - Why do we celebrate? Eid	Christianity - Church ?
<b>Woodlands</b>	Why are some things special?	Judaism - Why do we celebrate? Sukkot	Christianity - Why do we celebrate? Christmas	Hinduism - Why do we celebrate? Holi	Which stories and books are special for different people - Christianity focus	Islam - Why do we celebrate? Eid	Christianity -
<b>Cedar</b>	What do people say about God?	Judaism Why might some people put their trust in God?	Christianity - Jesus Why is Jesus special to Christians?	Hinduism What do Hindus believe about God?	Christianity - God Why do Christians say that God is a father?	Islam How might beliefs about creation affect the way people treat the world?	Christianity - church How might some people show that they 'belong' to God?
<b>Elm</b>	What do people say about God?	Judaism Why might some people put their trust in God?	Christianity - Jesus Why is Jesus special to Christians?	Hinduism What do Hindus believe about God?	Christianity - God Why do Christians say that God is a father?	Islam How might beliefs about creation affect the way people treat the world?	Christianity - church How might some people show that they 'belong' to God?

<b>Willow</b>	How do we respond to the things that really matter?	Judaism What aspects of life really matter?	Christianity - Jesus Why do Christians say Jesus is the 'light of the world?'	Hinduism How might people express their devotion?	Christianity - God Does how we treat the world matter?	Islam Why do Muslims believe it is important to obey God?	Christianity - church What unites the Christian community?
<b>Ash</b>	How do we respond to the things that really matter?	Judaism What aspects of life really matter?	Christianity - Jesus Why do Christians say Jesus is the 'light of the world?'	Hinduism How might people express their devotion?	Christianity - God Does how we treat the world matter?	Islam Why do Muslims believe it is important to obey God?	Christianity - church What unites the Christian community?
<b>Pine</b>	Who should we follow?	Judaism Do people need laws to guide them?	Christianity - God How (and why) have some people served God?	Hinduism Why is family an important part of Hindu life?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - church What do Christians mean by the 'Holy Spirit?'
<b>Oak</b>	Who should we follow?	Judaism Do people need laws to guide them?	Christianity - God How (and why) have some people served God?	Hinduism Why is family an important part of Hindu life?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Islam Why is the prophet Muhammed an example for Muslims?	Christianity - Church What do Christians mean by the 'Holy Spirit?'
<b>Sharing date</b>			Christmas activities				

RE progression statements

<b>P1 (i) Encounter activities and experiences</b>
• I have encountered an RE activity
• I have passively encountered an RE experience
• I demonstrated a reflex response e.g. startled at a noise, or sudden movement
<b>P1 (ii) Show emerging awareness of activities and experiences</b>
• I am alert during an RE activity or experience
• I can briefly focus my attention on people, events objects or parts of an object
• I give intermittent reactions
<b>P2 (i) responding consistently</b>
• I demonstrate a reaction to a new RE experience or activity
• I am beginning to show an interest in people, objects and events
• I accept and engage in co-active exploration
<b>P2 (ii) begin to be proactive in interactions</b>
• I communicate consistent responses
• I can recognise familiar people, events or objects
• I can perform an action
• I can remember a learned response
• I co-operate with shared exploration
• I co-operate with supported participation in an activity
<b>P3 (i) begin to communicate intentionally</b>
• I seek attention through eye contact, gesture or action
• I can request events or activities
• I participate in shared activities with less support
• I can sustain concentration for short periods
• I can explore materials in increasingly complex ways
• I observe the effects of my own actions with interest
• I can remember a learned response over an extended period
<b>P3 (ii) use emerging conventional communication</b>
• I greet known people and may initiate interactions and activities
• I can remember a learned response over increasing periods of time and begin to anticipate known events
• I respond to options and choices with actions or gestures
• I actively explore objects and events for extended periods
• I apply protentional solutions systematically to problems

P4
<ul style="list-style-type: none"> <li>• I understand 'yes' and 'no'</li> </ul>
<ul style="list-style-type: none"> <li>• I can show my emotions</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to respond to the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>• I can join in with activities by initiating ritual actions and sounds over time</li> </ul>
<ul style="list-style-type: none"> <li>• I demonstrate an appreciation of stillness and quiet</li> </ul>
P5
<ul style="list-style-type: none"> <li>• I respond appropriately to simple questions about familiar religious events or experiences</li> </ul>
<ul style="list-style-type: none"> <li>• I can communicate simple meanings about familiar religious events or experiences</li> </ul>
<ul style="list-style-type: none"> <li>• I respond to a variety of new religious experiences</li> </ul>
<ul style="list-style-type: none"> <li>• I take part in small group activities</li> </ul>
<ul style="list-style-type: none"> <li>• I engage in moments of individual reflection e.g. calming/ stilling</li> </ul>
P6
<ul style="list-style-type: none"> <li>• I can express and communicate my feelings in different ways</li> </ul>
<ul style="list-style-type: none"> <li>• I respond to others in group situations</li> </ul>
<ul style="list-style-type: none"> <li>• I can co-operate when working in small groups</li> </ul>
<ul style="list-style-type: none"> <li>• I listen to, and begin to respond to familiar religious stories, poems and music</li> </ul>
<ul style="list-style-type: none"> <li>• I can make my own contributions to celebrations and festivals</li> </ul>
<ul style="list-style-type: none"> <li>• I can carry out ritualised actions in familiar circumstances</li> </ul>
<ul style="list-style-type: none"> <li>• I show concern and sympathy for others in distress e.g through gestures, facial expression, offering comfort</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to be aware of my own influence on events</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to be aware of my influences on other people</li> </ul>
P7
<ul style="list-style-type: none"> <li>• I listen to and follow religious stories</li> </ul>
<ul style="list-style-type: none"> <li>• I can communicate my ideas about religion, life events and experiences in simple phrases</li> </ul>
<ul style="list-style-type: none"> <li>• I can evaluate my own work and behaviour in simple ways</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to identify some actions as right or wrong based on consequences</li> </ul>
<ul style="list-style-type: none"> <li>• I can find out about aspects of religion through stories, music or drama</li> </ul>
<ul style="list-style-type: none"> <li>• I can answer questions about religion</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to communicate my feelings about what is special to me</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to understand that other people have needs</li> </ul>
<ul style="list-style-type: none"> <li>• I have purposeful relationships with others in a group activity</li> </ul>
P8
<ul style="list-style-type: none"> <li>• I can listen attentively to religious stories</li> </ul>
<ul style="list-style-type: none"> <li>• I can listen attentively to people talking about religion</li> </ul>
<ul style="list-style-type: none"> <li>• I am beginning to understand that religious stories carry moral and religious meaning</li> </ul>
<ul style="list-style-type: none"> <li>• I can communicate ideas, feelings and responses to experiences</li> </ul>
<ul style="list-style-type: none"> <li>• I can retell religious stories</li> </ul>
<ul style="list-style-type: none"> <li>• I can communicate simple facts about important people in religions</li> </ul>

• I can communicate simple facts about religion
• I recognise the significance of religious artefacts, symbols and places
• I reflect on what makes me happy, sad, excited or lonely
• I can demonstrate an understanding of right or wrong in familiar situations
• I am sensitive to the needs and feelings of others
• I show respect towards myself
• I show respect towards others
• I treat living things and the environment with care and concern
YEAR 1
• I can give an example of a key belief
• I can give an example of a religious story
• I can give an example of a core value or commitment
• I can use some religious words and phrases to recognise and name features of religious traditions
• I can talk about the way that religious beliefs might influence the way a person behaves
• I notice and show curiosity about people and how they live their lives
• I can ask questions
YEAR 2
• I can retell and suggest meanings for religious stories and/or beliefs
• I can use some religious words and phrases when talking about beliefs and values
• I can identify and describe how religion is expressed in different ways
• I can suggest the symbolic meaning of imagery and actions
• I can identify things that influence a person's sense of identity and belonging
• I can ask relevant questions
• I can talk about my own identity and values
YEAR 3
• I am aware of similarities in religions
• I can identify beliefs and values contained within a story/teaching
• I can identify the impact religion has on a believer
• I can identify how religion is expressed in different ways
• I can use religious terms to describe how people might express their beliefs
• I can describe how some people, events and sources of wisdom have influenced and inspired others
• I recognise my own and others' values, in relation to matters of right and wrong
• I can discuss my own questions and responses related to the question 'who should we follow - and why?'
YEAR 4
• I can describe what a believer might learn from a religious teaching/story
• I can make links between ideas about morality and sources of authority
• I can describe the impact religion has on believers' lives

<ul style="list-style-type: none"> <li>I can explain the deeper meaning and symbolism for specific religious practices</li> </ul>
<ul style="list-style-type: none"> <li>I consider the range of beliefs, values and lifestyles that exist in society</li> </ul>
<ul style="list-style-type: none"> <li>I can discuss how people make decisions about how to live their lives</li> </ul>
<ul style="list-style-type: none"> <li>I can reflect on my own personal sources of wisdom and authority</li> </ul>
YEAR 5
<ul style="list-style-type: none"> <li>I can make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> </ul>
<ul style="list-style-type: none"> <li>I can explain the impact of beliefs and values - including reasons for diversity</li> </ul>
<ul style="list-style-type: none"> <li>I can explain differing forms of expression and why these might be used</li> </ul>
<ul style="list-style-type: none"> <li>I can describe diversity of religious practices and lifestyle within the religious tradition</li> </ul>
<ul style="list-style-type: none"> <li>I can interpret the deeper meaning of symbolism - contained in stories, images and actions</li> </ul>
<ul style="list-style-type: none"> <li>I can explain (with appropriate examples) where people might seek wisdom and guidance</li> </ul>
<ul style="list-style-type: none"> <li>I can consider the role of rules and guidance in uniting communities</li> </ul>
<ul style="list-style-type: none"> <li>I can discuss and debate the sources of guidance available to me</li> </ul>
<ul style="list-style-type: none"> <li>I can consider the value of differing sources of guidance</li> </ul>
YEAR 6
<ul style="list-style-type: none"> <li>I can analyse beliefs, teachings and values and how they are linked</li> </ul>
<ul style="list-style-type: none"> <li>I can explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> </ul>
<ul style="list-style-type: none"> <li>I can explain the impact of beliefs, values and practices - including differences between and within religious traditions</li> </ul>
<ul style="list-style-type: none"> <li>I use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> </ul>
<ul style="list-style-type: none"> <li>I can explain differing ideas about religious expression</li> </ul>
<ul style="list-style-type: none"> <li>I can consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> </ul>
<ul style="list-style-type: none"> <li>I discuss how people change during the journey of life</li> </ul>
<ul style="list-style-type: none"> <li>I Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> </ul>
<ul style="list-style-type: none"> <li>I can develop my own views and ideas in response to learning</li> </ul>
<ul style="list-style-type: none"> <li>I demonstrate increasing self-awareness in my own personal development</li> </ul>