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|  | **Skills Areas** | **Age 3-5 End of Phase Standards**  |
| **Knowledge and Understanding****('learning about')** | DevelopingKnowledge and Understanding | * Listen to and talk about religious stories and respond to what they hear with relevant comments.
* Sing songs; make music and dance to express religious stories.
* Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.
* Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.
* Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.
* Read and understand simple sentences from scripture or from their own religious stories.
* Share religious stories they have heard and read with others.
* Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. (did say scripture and moved up)
* Write simple sentences about religious stories using phrases or words which can be read by themselves and others.
* Listen, talk about and role play how people act in a particular way because of their beliefs (new one)
* Listen and talk about key figures in the history of the People of God. (moved up)
* Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.
* Listen, talk about and role play how people behave in the local, national and universal church community.
* Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
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| Making Links and Connections |  |
| Historical Development |  |
| Specialist Vocabulary | * Decode key religious words appropriate to their age and stage of development.
* Use key religious words appropriate to their age and stage of development.
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| **Engagement and Response ('learning from')** | Meaning and Purpose | * Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events.
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| Beliefs and Values | * Show sensitivity to others’ needs and feelings.
* Talk about how they and others show feelings.
* Confidently speak in a familiar group and talk about their ideas.
* Express themselves effectively, showing awareness of listeners’ needs.
* Give their attention to what others say and respond appropriately.
* Talk about their own and others’ behaviour and its consequences.
* Talk about past and present events in their own lives and in the lives of family members.
* Know that other children don’t always enjoy and share the same feelings and are sensitive to this.
 |
| **Analysis and Evaluation** | Use of Sources as Evidence |  |
| Construct Arguments |  |
| Make Judgements |  |
| Recognise Diversity |  |
| Analyse and Deconstruct |  |

By the end of age phase, pupils will be able to:

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|  | Skills Areas | Age 5-7 End of Phase Standards  | Age 7-9 End of Phase Standards  | Age 9-11 End of Phase Standards |
| Knowledge and Understanding('learning about') | DevelopingKnowledge and Understanding | * Recognise religious stories
* Retell, in any form, a narrative that corresponds to the scripture source used
* Recognise religious beliefs
* Recognise that people act in a particular way because of their beliefs
* Describe some of the actions and choices of believers that arise because of their belief
* Recognise key figures in the history of the People of God
* Describe the life and work of some key figures in the history of the People of God
* Recognise key people in the local, national and universal Church
* Describe different roles of some people in the local, national and universal Church
* Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
* Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
 | * Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
* Describe, with increasing detail and accuracy:
	+ a range of religious beliefs
	+ those actions of believers which arise as a consequence of their beliefs
	+ the life and work of key figures in the history of the People of God
	+ different roles of people in the local, national and universal Church
	+ religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
 | * Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
* Show knowledge and understanding of:
	+ a range of religious beliefs
	+ those actions of believers which arise as a consequence of their beliefs
	+ the life and work of key figures in the history of the People of God
	+ what it means to belong to a church community
	+ religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
 |
| Making Links and Connections |  | * Make links between:
* beliefs and sources, giving reasons for beliefs
* beliefs and worship, giving reasons for actions and symbols
* beliefs and life, giving reasons for actions and choices
 | * Show understanding of, by making links between:
	+ beliefs and sources
	+ beliefs and worship
	+ beliefs and life
 |
| Historical Development |  |  |  |
| Religious and Specialist Vocabulary | * Use religious words and phrases
 | * Use a range of religious vocabulary
 | * Use religious vocabulary widely, accurately and appropriately
 |
| Engagement and Response ('learning from') | Meaning and Purpose | * Say what they wonder about
* Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
 | * Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
 | * Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose
 |
| Beliefs and Values | * Talk about their own feelings, experiences and the things that matter to them
* Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them
 | * Make links to show how feelings and beliefs affect their behaviour and that of others
 | * Show understanding of how own and other’s decisions are informed by beliefs and moral values
 |
| Analysis and Evaluation | Use of Sources as Evidence |  | * Use a given source to support a point of view
 | * Use sources to support a point of view
 |
| Construct Arguments |  | * Express a point of view
 | * Express a point of view and give reasons for it
 |
| Make Judgements |  | * Express a preference
 | * Arrive at judgements
 |
| Recognise Diversity |  |  | * Recognise difference, comparing and contrasting different points of view.
 |
| Analyse and Deconstruct |  |  |  |