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|  | **Skills Areas** | **Age 3-5 End of Phase Standards** |
| **Knowledge and Understanding**  **('learning about')** | Developing  Knowledge 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. |
| 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. |
| 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') | Developing  Knowledge 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 |  |  |  |