

		KNOWLEDGE & UNDERSTA	KNOWLEDGE & UNDERSTANDING						
		(Learning about)	RESPONSE (Learn	ning from)					
EYFS	Age 4-5	Developing knowledge	Meaning and Beliefs & Values						
LIFS		and understanding	connections		Vocabulary	Purpose			
Working Towards Age Related -	BEGINNING TO RECOGNISE Begin to listen to and begin to talk about	40 – 60 months EYFS statements lin Revelation – The Church – Celebrati For those schools who do not use t pupils to learn and are transferable • Listen to and talk about n	ed on what teachers enable	their experience stories or events. Begin to say what Begin to ask won of study and rec	 Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Begin to say what they wonder about. Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer. 				
Age Related =	RECOGNISE and TALK ABOUT	 Sing songs; make music at Use a variety of materials to express religious stories. Represent their own idea music, dance and role plate of the plate	and dance to express religious, tools and techniques, expenses. Its, thoughts and feelings about, the same explanations of religious stories and explanations of religious stories. It is and read with the same explanations stories and religious stories. It is and simple sentences and differences about religious stories. It is and the same religious stories and religious stories and religious stories. It is a pay how people act in a pay figures in the history of the explay similarities and differentities and church traditions. It is play how people behave in the gious signs and symbols used.	s stories. rimenting with colour, de ut religious stories throug gious stories by connectir scripture or from their ov others. Is using phrases or words ences in relation to places articular way because of t People of God. Ences between themselve the local, national and un	sign, texture, form and function the design and technology, art, ag ideas or events to the scripture on religious stories. which can be read by themselves they have read or heard about which can be read by their beliefs. s and others, and among iversal church community.	experiences and i events. Show sensitivity to Talk about how the Confidently speal about their ideas. Express themselv awareness of liste Give their attention respond approprior Talk about their consequences. Talk about past and lives and in the lives and in the lives share the same feels Begin to say what Begin to ask wond of study. Begin to talk about experiences and in Begin to ask and in Begin to a	on response to religious stories or on others' needs and feelings. They and others show feelings. It is a familiar group and talk the sees effectively, showing eners' needs. The showing eners' needs and ately. The showing eners' needs and are sensitive to this. The showing energy ener		
Working Above Age Related +	RECOGNISE and begin to RETELL	Recognise religious storie Begin to retell, in any for Begin to recognise religious Recognise that people and Recognise key people in Begin to recognise key file Recognise and begin to understand	 Say what they wonder about. Ask wondering questions about Religious stories and Scripture sources. Begin to recognise that some questions are difficult to answer. Talk about their own feelings, experiences and the things that matter to them. 						
		KNOWLEDGE & UNDERSTA	ANDING			ENGAGEMENT &	<u> </u>		



		(Learning About)	RESPONSE (learn	ning from)			
Yr 1	Age 5-6	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	RECOGNISE and begin to RETELL	 Begin to recognise religion Recognise that people and Recognise key people in the Begin to recognise key figure 	m, a narrative that correspo	and Scripture souBegin to recognis difficult to answe	uestions about Religious stories irces. e that some questions are ir. own feelings, experiences and		
Age Related some accuracy		Retell a religious story in Retell, in any form, a narr Retell what they know at Retell what they know at Retell, in any form, begin Use some given religious	 Recognise that so answer. Talk about their of the things that me Ask questions about their of the things that me 	uestions about all areas of study. ome questions are difficult to own feelings, experiences and			
Working Above Age related +	Begin to / DESCRIBE	 Begin to describe some of Begin to describe the life Begin to describe different Begin to describe some of the Sacram Begin to describe key change implified. 	ents. e.g. A Baptism.	believers that arise becares in the history of the Pete local, national and university in the peter involved in religious are to sequence), in stories fi	eople of God.	Recognise that so answer. Talk about their of the things that means that means about the same and the same are t	uestions about all areas of study. One questions are difficult to Own feelings, experiences and

	KNOWLEDGE & UNDERSTANDING
	(Learning About)



						from)							
V - 2	Age 6-7	Developing	Making	Historical	Specialist	Meanin	ng	Beliefs &	Use of source	s as Construct	Make	Recognise	Analyse and
Yr 2	7.85 6 7	knowledge &	Links and	Development	Vocabulary	and		Values	evidence	argument	judgements	diversity	deconstruct
		Understanding	Connections			Purpos	e						
Working Towards Age Related -	RETELL with some accuracy	 Retell a religious story in any form, identifying people, place and begin to sequence. Retell, in any form, a narrative that corresponds to the scripture source used. Retell what they know about people in the local, national and universal church. Retell what they know about key figures in the history of the people of God. Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. Use some given religious words and phrases, in context. 				Ask all all all all all all all all all al	c wondo areas o cognise difficu k about perience tter to c questi d other	ons about their own s' feelings, es and things that					
Age Related =	DESCRIBE with some accuracy	of their believers Describe history o Describe national Describe involved Sacrame Describe	peliefs. by with some accuracy c that arise because o c, with some accuracy of the People of God. c, with some accuracy and universal Church c, with some accuracy	, some of the actions f their beliefs. , the life and work of , different roles of so , , some religious symb and worship, including , key characters and opture that have beer	some key figures in to ome people in the loca bols and the steps of the celebration of the events (in correct on simplified.	Ask all a Rec are Tall exp ma Ask abo fee	wonder words of cognise difficult k about perience tter to cand re out the dings, e	they wonder about. ering questions about f study. that some questions It to answer. t their own feelings, es and the things that them. espond to questions ir own and others' xperiences and things er to them.					
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	 Describe key characters and places in a religious story beginning to give reasons for their actions. Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions. Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, beginning to give reasons for these. Use religious words and phrases, in context, with accuracy. 				Ask all all all all all all all all all al	wonder words of cognise difficult k about perience tter to cand re out the dings, e	they wonder about. ering questions about f study. that some questions It to answer. t their own feelings, es and the things that them. espond to questions ir own and others' xperiences and things er to them.	• Begi	n to express a po	oint of view or a	preference.	
		KNOWLET	OGE & UNDER	STANDING		ENGAGEN	MEN.	Т&	ANALYSIS	AND EVAL	UATION		
		(Learning		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				arning from)	7.1.7.121313				
Yr 3	Age 7-8	Developing knowledge ar understandin	Making nd Links and	Historical Dev	Specialist Vocabulary	Meaning and Purpose		fs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct



Working above Age related + Yr 4	MAKE LINKS & CONNECTIONS Age 8-9	• Make links o o O KNOWLEDGE & UN (Learning About) Developing knowledge and understanding	Beliefs & sources, Beliefs & worship, symbols Beliefs & life, givir choices	giving reasons for act	or actions and	beliefs affer of others.	to show how feeling their behaviour a MENT & E (learning Beliefs & Values	nd that		point of view or pre make links to sources TION Make judgements		Analyse and deconstruct
Age Related =	DESCRIBE and GIVE REASONS	sequence a sources use Describe w O O	variety of narratives and details and that ed. ith some detail and a range of religious these the life and work of the people of God the different roles and universal Chulactions. religious signs and in religious actions celebration of the give reasons for the those actions of beconsequence of the these.	correspond to the laccuracy so beliefs and gives of key figures in the giving reasons for the giving reasons for people in the rich giving reason laymbols and the same worship, in Sacraments. E.g. nese. elievers which are leir beliefs, giving	e reasons for he history of or their actions. local, national as for their e steps involved cluding the A Baptism and ise as a g reasons for	their own a feelings ab	espond to questions and others' experient out each of the a relation to questi d purpose.	es and eas of	-	•		us books, symbols) as
Working Towards Age Related -	DESCRIBE and begin to GIVE REASONS	and details Describe ke beginning t Describe th the People Describe di and univers actions. Describe so religious ac Sacraments these.	describe a narrative and that correspon ey characters and pl to give reasons for the life and work of so of God beginning to different roles of some sal Church beginning the common ending on the religious symbolisms and worship, it is, e.g. A Baptism and us words and phrase and words	ds to the scriptur aces in a religious their actions. ome key figures is o give reasons fo the people in the log to give reasons ols and the steps including the celed begin to give reasons of the steps including the celed begin to give reasons of the steps including the celed begin to give reasons of the steps including the celed begin to give reasons of the steps including the celed begin to give reasons of the steps including the celed begin to give reasons of the steps in the step in the steps in the steps in the steps in the step in	re source used. s story In the history of r their actions. ocal, national s for their involved in ebration of the easons for	Ask wonder areas of stu Recognise to difficult to a Talk about to experiences to them. Ask and resident of their own and thei	hat some questions a	re matter out	Begin to	express a point of vie	ew or a preference	



Age Related DESCRIBE and MAKE LINKS & CONNECTIONS Describe with increasing detail and accuracy:	Working towards Age Related	DESCRIBE and GIVE REASONS	Describe with some d	Describe with some detail and accuracy:					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. Begin to express a point of view or a preference. Begin to use sources provided (artefacts, religious books, symbols) The provided (artefacts, religious books, symbols) Use a given source to support a point of view								
Working Above Age related + WNOWLEDGE and UNDERSTANDING **Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. **Show knowledge and understanding of, by making links between:		MAKE LINKS &	Describe with increasi a range o and conn the life ar God maki possible. the differ universal connection religious actions ar Sacramer connection those act their belief where po Make links between: beliefs & beliefs & beliefs &	ing detail and accuri- f religious beliefs an ections. Ind work of key figure ing links and connect in the conn	d where possible es in the history of etions between t in the local, natio s and making lin where possible. In the steps invo g the celebration ind making links of where possible ich arise as a con d connections be ons for beliefs ons for actions and ch	e make links of the people of hem where onal and liks and lived in religious n of the and sequence of etween them	own and of experience about each of study, in questions purpose Make links feelings ar their beha	thers' es and feelings n of the areas n relation to of meaning and to show how d beliefs affect		ss a point of view ss a preference							
Yr 5 Age 9-10 Developing knowledge and understanding Making Links and connections Wearing About) RESPONSE (learning from) Specialist Vocabulary Voca	•	KNOWLEDGE and	Show knowledge and are accurate in their so sources used. Show knowledge and beliefs & sou beliefs & wor beliefs & life	other peop to questio of the area relation to	 other people's responses to questions about each of the areas of study, in relation to questions of Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different po 												
Yr 5 Age 9-10 Developing knowledge and understanding Making Links and connections Historical Dev Vocabulary Vocabulary Meaning and Purpose Beliefs & Values Vocabulary Weaning and Purpose Specialist Vocabulary Vocabulary Meaning and Purpose Specialist Vocabulary Analyse and deconstruct				earning About)					ANALYSIS	AND EVALUA	TION						
evidence evidence	Yr 5	Age 9-10		and		•	Meaning		sources								



Working Towards Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	and contour the life a God make possible. the diffe universa connection actions a Sacrame connection those actions a those actions a those actions a sacrame connection actions a sacrame connection actions	and connections. the life and work of key figures in the history of the people of God making links and connections between them where possible. the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: beliefs & sources, giving reasons for beliefs beliefs & worship, giving reasons for actions and symbols				others' tes and feelings th of the areas in relation to of meaning and ts to show how and beliefs affect aviour and that		ss a preference	rce to support a poin	it of view.	
Age Related =	SHOW KNOWLEDGE and UNDERSTANDING	sources used. • Show knowledge and	I understanding of, I sources; beliefs & w us vocabulary more	by making links by	petween:	to questic of the are relation to meaning	ple's responses ons about each less of study, in o questions of and purpose their own and	Begin Begin	to arrive at judge	rence, comparing an		ent points of view.
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	o a range of the life a God o what it n o religious and wors conseque o Show knowledge and beliefs & sou	 a range of scripture 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 those actions of believers which arise as a consequence of their beliefs Show knowledge and understanding, providing detail and links between: 				iple's responses ons about each aso of study, in o questions of and purpose understanding wn and other's are informed by d moral values	Arrive	at judgements	and give reasons for		ts of view.
		KNOWLEDGE & UN (Learning About)	KNOWLEDGE & UNDERSTANDING (Learning About)					ANALYSIS	AND EVALUA	TION		
Yr 6	Age 10-11	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -		that	that are accurate in their sequence and that correspond to the scripture				their own and ople's responses ons about each as of study, in o questions of	 Use more than one source to support a point of view. Express a point of view and begin to give reasons for it. Begin to arrive at judgements. Begin to recognise difference, comparing and contrasting different points of view. 				



	SHOW KNOWLEDGE and UNDERSTANDING	Show knowledge and understanding of, by making links between: beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary more widely and accurately	meaning and purpose	
Age Related =	SHOW increasing KNOWLEDGE and UNDERSTANDING	Show increasing knowledge and understanding of: a range of religious beliefs a range of scripture 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments Show increasing knowledge and understanding, providing detail and links between: beliefs & sources; beliefs & worship; beliefs & life Use a range of religious vocabulary widely, accurately and appropriately	other people's responses to questions about each • A	Jse sources to support a point of view express a point of view and give reasons for it survive at judgements lecognise difference, comparing and contrasting different points of view.
Working Above Age related +	EXPLAIN using evidence	Explain the meaning and purpose of a range of scripture passages. Explain using multiple sources as evidence, at least two of the following: a range of religious 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 signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments Explain by providing detail the links between: beliefs & sources; beliefs & worship; beliefs & life Use a developing religious vocabulary widely, accurately and appropriately	other people's responses to questions about each	Use sources to support a point of view bebate a point of view showing an awareness of different views surrive at judgements and begin to provide evidence secognise difference; divergent views and practices within and between religions