


	EYFS	KS1		KS2			
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 Learning About Religion Features of Religion	<ul style="list-style-type: none"> Identify and understand simple words associated with religion. Identify simple features such as prayer. Listen to religious stories. 	<ul style="list-style-type: none"> Use some religious words and phrases Identify some features of religion Listen to and recall religious stories. 	<ul style="list-style-type: none"> Use some religious words and phrases Recognise and name some religious features Listen to, recall and discuss religious stories. 	<ul style="list-style-type: none"> Developing religious vocabulary Recognise and name some religious features. Listen to, recall and discuss the meaning of religious stories 	<ul style="list-style-type: none"> Developing religious vocabulary Describe some key features of religions. Share, recall and discuss the meaning of religious stories. 	<ul style="list-style-type: none"> Increasingly wide religious vocabulary. Describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. Share, recall and discuss the meaning and impact of religious stories. 	<ul style="list-style-type: none"> Increasingly wide religious vocabulary. Describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. Share, recall and discuss the meaning and impact of religious stories.
AT 1 Learning About Religion Comparing Religions	<ul style="list-style-type: none"> Begin to understand that there are different religions. Begin to identify different religious symbols. Begin to understand that if someone has a faith it can make them behave in certain ways. Begin to understand what might have been the source of faith e.g. awe in the wonder of nature. 	<ul style="list-style-type: none"> Understand that there are different religions. Recognise that different religions have different symbols. Understand that religious belief can impact on the behaviour of the believer. Begin to understand what might have been the source of faith e.g. awe in the wonder of nature. 	<ul style="list-style-type: none"> Understand that there are different religions and they share some similarities. Recognise some symbols and forms of religious expression. Understand that religious belief can impact on the behaviour of the believer. Begin to understand possible sources of faith, e.g. religious texts, awe in the natural world. 	<ul style="list-style-type: none"> Recognise some similarities and differences between religions. Recognise some symbols and forms of religious expression and link them to specific religions. Understand that religious belief can impact on the behaviour of the believer and give examples. Understand possible sources of faith, e.g. religious texts, awe in the natural world, teaching from prophets etc. 	<ul style="list-style-type: none"> Describe some similarities and differences both within and between religions. Recognise some symbols and forms of religious expression and link them to specific religions. Understand that religious belief can impact on the behaviour of the believer and give examples. Understand sources of faith for different religions and begin to compare these. 	<ul style="list-style-type: none"> Understand distinctive beliefs within and between religions. Recognise some symbols and forms of religious expression and explain their meaning. Understand that religious belief can impact on the behaviour of the believer and give examples from different religions. Understand that different religions have different sources of faith but that there can also be similarities and connections. 	<ul style="list-style-type: none"> Understand distinctive beliefs within and between religions. Recognise some symbols and forms of religious expression and explain their meaning. Understand that religious belief can impact on the behaviour of the believer and give examples from different religions. Understand that different religions have different sources of faith but that there can also be similarities and connections.
AT 2 Learning From Religion Responding to Religion	<ul style="list-style-type: none"> Talk about own experiences and feelings. Link to Ted and Tessa (dolls of faith.) Understand the importance of being curious. 	<ul style="list-style-type: none"> Ask and respond sensitively to, questions about own and others' experiences and feelings. Make links between their own and other peoples' lives. Understand that it is good to be curious about things we don't understand. 	<ul style="list-style-type: none"> Ask and respond sensitively to, questions about own and others' experiences and feelings and identify what influences these. Make links between their own and other peoples' lives. Understand that it is good to be curious and question things we don't understand. 	<ul style="list-style-type: none"> Ask and respond sensitively to, questions about own and others' experiences and feelings and identify what influences these. Relate the influences to religious belief. Appreciate that it is important to ask questions about things we don't understand. 	<ul style="list-style-type: none"> Begin to discuss issues related to identity, belonging, meaning, purpose, truth, values and commitments. Begin to relate the above to their own lives and experiences. Begin to relate the above to the different religions studied. Appreciate that it is good to ask questions to help us understand things beyond our experience. 	<ul style="list-style-type: none"> Raise questions and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. Relate the above to their own lives and experiences. Relate the above to different religions studied. Appreciate that it is good to question things beyond our experience, including other belief systems, to help us understand. 	<ul style="list-style-type: none"> Raise questions and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments. Relate the above to their own lives and experiences. Relate the above to different religions studied. Express own and others' views on the challenges of belonging to a religion. Ask challenging questions about religion and belief.
Generic skills							
				Interpretation Investigation Evaluation Reflection Expression Curiosity Open-mindedness Critical Awareness Self-awareness			

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	<p>Making sense of the text</p> <ul style="list-style-type: none"> Recognise that God and Creation are part of the ‘big story’ of the bible. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Use Tessa and Ted to show the impact of the bible stories on their beliefs, feelings and actions. <p>Making the Connection</p> <ul style="list-style-type: none"> Think, talk and ask questions about the stories and relate to their own experiences. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a ‘big story’ of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation Give clear, simple accounts of what the texts mean to Christians. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. <p>Making the Connection</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a ‘big story’ of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation Give clear, simple accounts of what the texts mean to Christians. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. <p>Making the Connection</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible’s ‘big story’. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. <p>Making the Connection</p> <ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today and expressing some ideas of their own clearly. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible’s ‘big story’. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. <p>Making the Connection</p> <ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today and expressing some ideas of their own clearly. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways, for example in different denominations <p>Making the Connection</p> <ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. 	<p>Making sense of the text</p> <ul style="list-style-type: none"> Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. 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