



	Attainment target 1: Learning about religions. (Knowledge and understanding of:)			Attainment target 2: Learning from religions. (Response, evaluation, application and questions of:)		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	<ul style="list-style-type: none"> <li>• TRB1 recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>• TRB2 recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• TRB1 retell religious, spiritual and moral stories</li> <li>• TRB2 identify how religion and belief is expressed in different ways</li> <li>• TRB3 identify similarities and differences in features of religions and beliefs</li> </ul>	TRB1 make links between beliefs, stories and practices <ul style="list-style-type: none"> <li>• TRB2 identify the impacts of beliefs and practices on people’s lives</li> <li>• TRB3 identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• TRB1 comment on connections between questions, beliefs, values and practices</li> <li>• TRB2 describe the impact of beliefs and practices on individuals, groups and communities</li> <li>• TRB3 describe similarities and differences within and between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• TRB1 explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• TRB2 recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• TRB3 explain how and why differences in belief are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• TRB1 use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• TRB2 explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• TRB3 explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>



<p><b>Enquiring, investigating and interpreting</b></p>	<ul style="list-style-type: none"> <li>• EII1 identify what they find interesting and puzzling in life</li> <li>• EII2 recognise symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• EII1 recognise that some questions about life are difficult to answer</li> <li>• EII2 ask questions about their own and others' feelings and experiences</li> <li>• EII3 identify possible meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• EII1 investigate and connect features of religions and beliefs</li> <li>• EII2 ask significant questions about religions and beliefs</li> <li>• EII3 describe and suggest meanings for symbols and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• EII1 gather, select, and organise ideas about religion and belief</li> <li>• EII2 suggest answers to some questions raised by the study of religions and beliefs</li> <li>• EII3 suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• EII1 suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• EII2 suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• EII3 recognise and explain diversity within religious expression, using appropriate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• EII1 identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• EII2 interpret religions and beliefs from different perspectives</li> <li>• EII3 interpret the significance and impact of different forms of religious and spiritual expression</li> </ul>
<p><b>Beliefs and teachings (what people believe)</b></p>	<ul style="list-style-type: none"> <li>• BT1 recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• BT1 retell religious stories and identify some religious beliefs and teachings</li> </ul>	<ul style="list-style-type: none"> <li>• BT1 describe some religious beliefs and teachings of religions studied, and their importance</li> </ul>	<ul style="list-style-type: none"> <li>• BT1 describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>	<ul style="list-style-type: none"> <li>• BT1 explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• BT1 make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</li> </ul>



<p><b>Practices and lifestyles (what people do)</b></p>	<ul style="list-style-type: none"> <li>• PL1 recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>• PL1 identify some religious practices, and know that some are characteristic of more than one religion</li> </ul>	<ul style="list-style-type: none"> <li>• PL1 describe how some features of religions studied are used or exemplified in festivals and practices</li> </ul>	<ul style="list-style-type: none"> <li>• PL1 show understanding of the ways of belonging to religions and what these involve</li> </ul>	<ul style="list-style-type: none"> <li>• PL1 explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• PL1 explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</li> </ul>
<p><b>Expression and language (how people express themselves)</b></p>	<ul style="list-style-type: none"> <li>• EL1 recognise some religious symbols and words</li> </ul>	<ul style="list-style-type: none"> <li>• EL1 suggest meanings in religious symbols, language and stories</li> </ul>	<ul style="list-style-type: none"> <li>• EL1 make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> </ul>	<ul style="list-style-type: none"> <li>• EL1 show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul>	<ul style="list-style-type: none"> <li>• EL1 explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>• EL1 compare the different ways in which people of faith communities express their faith.</li> </ul>
<p><b>Identity and experience (making sense of who we are)</b></p>	<ul style="list-style-type: none"> <li>• IE1 identify aspects of own experience and feelings, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>• IE1 respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul>	<ul style="list-style-type: none"> <li>• IE1 compare aspects of their own experiences and those of others, identifying what influences their lives</li> </ul>	<ul style="list-style-type: none"> <li>• IE1 ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>	<ul style="list-style-type: none"> <li>• IE1 make informed responses to questions of identity and experience in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• IE1 discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>



<p><b>Meaning and purpose (making sense of life)</b></p>	<ul style="list-style-type: none"> <li>• MP1 identify things they find interesting or puzzling, in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>• MP1 realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• MP1 compare their own and other people's ideas about questions that are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• MP1 ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• MP1 make informed responses to questions of meaning and purpose in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• MP1 express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</li> </ul>
<p><b>Values and commitments (making sense of right and wrong)</b></p>	<ul style="list-style-type: none"> <li>• VC1 identify what is of value and concern to themselves, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>• VC1 respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• VC1 make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• VC1 ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>	<ul style="list-style-type: none"> <li>• VC1 make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• VC1 make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>