

	EYFS/ KS1		KS1/ KS2		Upper KS2		
Aspect	Class 1	Class 2	Class 3	Class 4	Year 5	Year 6	Year 7
Knowledge and Understanding (Learning about religion – thinking about religion and belief)	<ul style="list-style-type: none"> I can recall features of religious, spiritual and moral stories and other forms of religious expression I can recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> I recognise that different people have different views to their own. I can retell religious, spiritual and moral stories I can identify how religion/belief is expressed in different ways I can identify similarities and differences in features of religion/belief I have an understanding of how belief affects people's lives and actions in the world around them (this can be through stories). 	<ul style="list-style-type: none"> I make links between beliefs, stories, practices, actions, festivals and sacred texts I can identify the impacts of beliefs and practices on people's lives I can identify similarities and differences between religions/beliefs 		<ul style="list-style-type: none"> I can comment on connections between beliefs, values and practices. I can describe the impact of beliefs and practices on individuals, groups and communities I can identify some key religious teaching relating to life and death; truth and God; hardship and suffering. I can describe similarities and differences within and between religions and beliefs 		<ul style="list-style-type: none"> Pupils accurately use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They describe the impact of religion on people's lives. They suggest meanings for some forms of religious expression.
	<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; 		<ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; 				
Analysis (Learning from religion – enquiring, investigating, interpreting)	<ul style="list-style-type: none"> I can identify what I find interesting and puzzling in life I can recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> I understand that some questions in life are difficult to answer and suggest answers that religions might offer I ask questions about my own and others' feelings and experiences I can identify possible meanings for symbols and forms of religious expression 	<ul style="list-style-type: none"> I can investigate and connect features of religions/beliefs I can ask significant questions about religions/beliefs to further their own attitudes and ideas I can describe and suggest meanings for symbols and other forms of religious expression 		<ul style="list-style-type: none"> I can investigate and connect features of religions/beliefs I can ask significant questions about religions/beliefs to further their own attitudes and ideas I can describe and suggest meanings for symbols and other forms of religious expression 		<ul style="list-style-type: none"> Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses.
	<ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; Find out about and respond with ideas to examples of co-operations between people who are different Find out about questions of right and wrong and begin to express their ideas and opinions in response. 		<ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect; Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 				
Evaluation (Learning from religion – reflecting evaluating, communicating)	<ul style="list-style-type: none"> I can express my own experiences and feelings I can identify what is important to me and what may be important to others I can say how what I think affects what I do 	<ul style="list-style-type: none"> I can respond sensitively and imaginatively to questions about their own and others' experiences and feelings I can give a reason why something may be valued by themselves and others I have a sense of my own identity and recognise that belonging to religious groups is important to different people. 	<ul style="list-style-type: none"> I can identify what and why something influences and inspires me I can compare pupil ideas and feelings about what is important I can make links between what I and other people think is important in life, giving reasons for beliefs, attitudes and actions 		<ul style="list-style-type: none"> I can describe how sources of inspiration and influence make a difference to themselves and others I can apply ideas and reflections to issues raised by religion/belief in the context of their own and others' lives I can suggest what might happen as a result of their own and others' attitudes and actions 		<ul style="list-style-type: none"> Pupils make links between values and commitments, and their own attitudes and behaviour. They describe what inspires and influences themselves and others.

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

	<ul style="list-style-type: none">Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;Notice and respond sensitively to some similarities between different religions and world views;		<ul style="list-style-type: none">Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own livesObserve and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;			
Units of work/ Coverage: RE today Scheme	<i>Which times are special and why?</i> <i>Which stories are special and why?</i> <i>Which places are special and why?</i> <i>Which people are special and why?</i> <i>What is special about our world?</i> <i>Being special: where do we belong?</i>	<i>Who is a Muslim and what do they believe?</i> <i>How should we care for others and the world and why does it matter?</i> <i>What makes some places sacred?</i> <i>Who is a Christian and what do they believe?</i> <i>How and why do we celebrate special times?</i> <i>What does it mean to belong to a faith community?</i>	<i>Why do people pray?</i> <i>Who is Jewish and what do they believe?</i> What do people believe about God? <i>What can be learned from sacred books?</i> <i>Why do some people think life is a journey?</i> <i>What does it mean to be a Hindu in Britain today?</i>	Why are festivals important to religious communities? Why is the Bible important to Christians today? What does it mean to be a Christian in Britain today? What can we learn from religion about deciding what is right and wrong? What do religions say to us when life gets hard? Is it better to express beliefs in art or charity?	If God is everywhere, why go to a place of worship? Why is Jesus inspiring to some people? What would Jesus do? Can we live by the values of Jesus in the 21 st Century? What does it mean to be a Muslim in Britain today? Why do some people believe God exists? What matters most to Christina and Humanists?	<ul style="list-style-type: none">
Vocabulary Christianity Judaism Muslim Hinduism General	Christian, The Bible, God, Christmas, baptism, cross, christening, church, Easter, Jesus, Christmas, Harvest	betray, holy week, service, praise, Good Friday, Easter Sunday, shepherd, parable, creation, altar, cross, crucifix, font, lectern, candles	rejoice, Palm Sunday, Maundy Thursday, disobey, forgiveness, Testaments, temptation, disciple, Lord’s Prayer	baptism, resurrection, crucify, sacrifice, miracle, sermon, hell, heaven, Anglican, Baptist, Roman Catholic, Pentecostal, commandment	pastor, priest, moral dilemmas, scriptures, cathedral, Holy Communion, congregation, parable, Beatitudes	
	Jewish, synagogue, Torah, Sukkot	Passover (Pesach) Ark, kippah, Hebrew, slaves, Tzedekah, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah , ketubah (Jewish wedding)	Hanukah, Shabbat, synagogue, Torah, chuppah, kippah, tallit, Chanukah, Shema, Seder plate, kosher, Shabbat Shalom, dreidel, menorah, mantle, yad,	Bar/Bat Mitzvah, mitzvot, Passover/ Pesach, kosher	mezuzah, kiddush cup	
	Muslim, mosque, Qur’an, Imran, Allah	Eid-ul-Fitr , Kaaba, wudu, calligraphy, prayer mat, prophet, beads, minbar, mihrab, muezzin. Muhammad,	Ka’aba, Muhammad	Ramadam	muezzin, mihrab, minaret, 5 Pillars, hajj (pilgrimage), ibadah (worship), Sawm (fasting), shahada (belief in one god), zakat (giving), Salat (prayer)	
	Diwali, Hindu, Diva, rangoli		Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, deities, Durga, muntis, karma, Mahatma Gandhi, mantra, bhajans (Hymns), reincarnation	dharma, rebirth, Samsara, moksha	Puja (worship) bell, om, Kumbh Mela (Pilgrimage)	
	symbol, celebrate, believe, special, miracle, prayer, angel, festival,	sacred book, celebration, religion, belonging, promise, worship, artefacts, place of worship, charity, sacred, holy, festival	reflect, peaceful, values, freedom, guidance, awe, community, conscience, Humanist, worship, meditate	Milestones, ceremonies, ritual, fasting, grief, soul, architecture, wisdom, faith, salvation, temptation, afterlife, charity	agnostic, atheist , proof, evolution, Big Bang Theory, believers, ethics, culture, perspectives, orthodox	

Black – Agreed SGET progression of statements Green – Progression through RE today scheme of work