

Know about and understand						
	Year 1	Year 2	Year3	Year4	Year5	Year6
A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.	<p>R1. I can talk about the fact that Christians believe in God and follow the example of Jesus.</p> <p>R2. I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>R3. I can give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</p> <p>R4. I can identify two ways people show they belong to each other when they get married.</p> <p>R5. I can recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>R6. I can describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>R7. I can recall and make some of the ways religions mark milestones of commitment (including marriage).</p>	<p>R1. I can talk about the fact that Jewish people believe in God.</p> <p>R2. I can describe some of the ways in which Christians and/or Jews describe God.</p> <p>R3. I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teaching about aims and duties in life.</p>	<p>R1. I can retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>R3. I can describe what some believers say and do when they pray.</p> <p>R4. I can consider and evaluate the significance of prayer in the lives of people today</p> <p>R5. I can describe some ways Christians say God is like, with examples from the Bibles, using different forms of expression.</p> <p>R6. I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>R4. I can make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians</p>	<p>R1. I can make connections between some of Jesus' teachings and the way Christians live today.</p> <p>R2. I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (pbuh)</p> <p>R3. I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah.</p> <p>R4. I can make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>R1. I can make connections between some of Jesus' teaching and the way Christians live today.</p> <p>R2. I can recall and name some key features of places of worship studied.</p> <p>R3. I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr</p> <p>R4. I can describe the Five Pillars of Islam and give examples of how these affect the lives of everyday Muslims.</p>	<p>R1. I can describe connections between examples of religious creativity (buildings and art)</p> <p>R2. I can outline Christian, Sikh and/or non-religious beliefs about life after death.</p> <p>R4. I can make connections between beliefs and behaviour in different religions.</p>
A2. Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews	<p>R8. I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>R9. I can make links between what Jesus taught and what Christians believe and do.</p> <p>R10. I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.</p>	<p>R4. I can talk about some of the stories that are used in religion and why people still read them.</p> <p>R5. I can re-tell stories from the Christian Bible and stories from another faith and suggest the meaning of these stories.</p> <p>R6. I can make links between the messages within sacred texts and the way people live.</p> <p>R7. I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>R8. I can make links between some Jewish teaching and how Jewish people live.</p> <p>R9. I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p>	<p>R7. I can describe the practice of prayer in the religions studied.</p> <p>R8. I can recall and name some Bible stories that inspire Christians.</p> <p>R9. I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>R10. I can explain how the Bible uses different kinds of stories to tell a big story.</p> <p>R11. I can describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>R5. I can give simple definitions of some key Christian terms (eg. Gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p>R6. I can suggest why some people see like as a journey and identify some of the key milestones in this journey.</p> <p>R7. I can make connections between stories of temptation and why people can find it difficult to be good.</p> <p>R8. I can re-tell a story about the life of Prophet Muhammad (pbuh).</p> <p>R9. I can make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>R5. I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (pbuh)</p> <p>R6. I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>R7. I can outline Jesus' teaching on how his followers should live.</p> <p>R8. I can explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus.</p> <p>R9. I can outline clearly a Christian understanding of what God is like, using examples and other evidence.</p> <p>R10. I can recognise some objects used by Muslims and suggest why they are important.</p>	<p>R6. I can identify the values found in stories and texts.</p> <p>R7. I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p>

<p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</p>	<p>R11. I can recognise some Christian symbols and images used to express ideas about God. R12. I can recognise and name some of the symbols relating to my own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. R13. I can identify at least three objects used in worship in two religions. R14. I can describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean.</p>	<p>R10. I can recognise the some Jewish people remember God in different ways (eg. Mezuzah, on Shabbat). R11 I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith.</p>	<p>R12. I can make connections between what people believe about prayer and what they do then they pray. R13. I can identify and name examples of what Christians have and do in their families and at church to show their faith.</p>	<p>R10. I can recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. R11. I can identify special objects and symbols found in a place where people worship and am able to say something about what they mean and how they are used.</p>	<p>R11. I can make connections between how believers feel about places of worship in different traditions. R12. I can outline how and why places of worship fulfil special functions in the lives of believers R13. I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p>	<p>R8. I can outline how and why some Humanists criticise spending on religious buildings or art. R9. I can give simple definitions of some key terms to do with life after death, eg. salvation, heaven, reincarnation. R9. I can give two reasons why a Christian believes in God and one why an atheist does not.</p>
Express and communicate						
	Year 1	Year 2	Year3	Year4	Year5	Year6
<p>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p>	<p>R15. I can respond thoughtfully to a piece of Christian music and a Bible text that has inspired it. R16. I can show an awareness that some people belong to different religions. R17. I can ask good questions during a school visit about what happens in a church, synagogue or mandir. R18. I can identify at least two promises made by believers at these ceremonies and say why they are important.</p>	<p>R12. I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. R13. I can ask good questions about what Hindus do to show their faith.</p>	<p>R15. I can identify beliefs about God that are held by Christians, and/or Jews. R16. I can identify how and say why it makes a difference in people's lives to believe in God. R17. I can identify at least two ways Christians use the Bible in everyday life. R18. I can give examples of how and suggest why Christians use the Bible today R19. I can ask good questions about what Christians do to show their faith. R13. I can ask questions raised by the stories and the life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p>	<p>R12. I can identify the most important parts of Easter for Christians and say why they are important. R13. I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>	<p>R14. I can identify three reasons why the Holy Qur'an is important, and how it makes a difference to how they live. R15. I can describe and reflect on the significance of the Holy Qur'an to Muslims R16. I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. R17. I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. R18. I can explain the impact Jesus' example and teaching might have on Christians today. R19. I can express thoughtful ideas about the impact of believing or not believing in God on someone's life. R20. I can comment thoughtfully on the value and purpose of places of worship in religious communities</p>	<p>R10. I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. R11. I can explain what difference belief in judgement/ heaven/karma/reincarnation might make to how someone lives their lives, giving examples. R16. I can define the terms theist, atheist, and agnostic and give good examples of statements that reflect these.</p>
<p>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings</p>	<p>R19. I can talk about what is special and of value about belonging to a group that is important to me.</p>	<p>R14. I can observe and recount different ways of expressing identity and belonging, responding sensitively.</p>	<p>R20. I can suggest why having a faith of belief in something can be hard.</p>	<p>R14. I can recall and talk about some rules for living in religious traditions.</p>	<p>R21. I can give examples of ways in which believing in God is valuable in the lives of Christians</p>	<p>R12. I can respond with ideas of my own. R13. I can suggest reasons why some believers see generosity</p>

<p>about identity, diversity, meaning and value, including ethical issues.</p>	<p>R20. I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. R21. I can talk about ways in which stories, objects, symbols and actions used in churches, mandirs and/or synagogues show what people believe.</p>	<p>R15. I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>R21. I can respond thoughtfully to examples of how praying helps religious believers. R22. Describe ways in which prayer can comfort and challenge believers. R23. I can suggest why Christians believe that God needs to rescue/save human being. R24. I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons way is might be hard sometimes.</p>		<p>and ways in which it can be challenging. R22. I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers. R23. I can suggest reasons why marking the milestones of life are important to Christians, Sikhs and/or Muslim people.</p>	<p>and charity as more important than buildings and art. R14. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. R15. I can express ideas about how and why religion can help believers when times are hard, giving examples. R16. I can explain some similarities and differences between beliefs about life after death. R17. I can respond sensitively to examples of religious practice with ideas of my own. R18. I can outline the challenges of being a Christian, Sikh or a person of another faith in Britain today,</p>
<p>B3. Appreciate and appraise carried dimensions of religion or a worldview.</p>	<p>R22. I can identify some similarities and differences between religious ceremonies. R23. I can show that I have begun to be aware that some people regularly worship God in different ways and in different places</p>	<p>R16. I can recognise some ways in which Christians, Hindus and Jewish people treat their sacred books. R17. I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. R18. I can explain similarities and differences between Hindu worship and worship in another religious tradition. R19. I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p>	<p>R25. I can identify some similarities and differences between ideas about what God is like in different religions. R26. I can describe and comment on similarities and differences between how Christians, Jews and Buddhists pray. R27. I can explain similarities and differences between how people pray.</p>	<p>R15. I can explain similarities and differences between ceremonies of commitment.</p>	<p>R24. I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. R25. I can select and describe the most important functions of a place of worship for the community.</p>	<p>R19. I can show understanding of the value of sacred building and art. R20. I can suggest ideas about why humans can be both good and bad, making links with Christian ideas. R21. I can describe some Christian and Humanist values simply. R22. Explain some reasons why Christians and Humanists have different ideas about an afterlife. R23. I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. R24. I can consider similarities and differences between beliefs and behaviours in different faiths. R25. I can consider and evaluate the significance of the three key ideas studied, in relation to my own ideas. R22. I can explain some similarities and differences between the codes for living used by Christians and the followers of at least one other</p>

						religion or non-religious belief system.
Gain and deploy skills						
	Year 1	Year 2	Year3	Year4	Year5	Year6
C1. Find out and investigate key concepts and questions of belonging, meaning, purpose and truth , responding creatively.	R24. I can ask some questions about believing in God and offer some ideas of their own. R25. I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel	R20. I can ask and suggest answers to questions arising from stories Jesus told and from another religion. R21. Suggest their own ideas about stories from sacred texts and give reasons for their significance. R22. Ask some questions about believing in God and offer some ideas of their own. R23. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. R24. I can ask some questions about God that are hard to answer and offer some ideas of their own.	R28. I can ask questions and suggest some of their own responses to ideas about God. R31. I can discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences.	R16. I can discuss and present ideas about what it means to be a Buddhist and/or a Muslim in Britain today, making links with their own experiences. R17. I can link up some questions and answers about how believers show commitment with my own ideas about community, belonging and belief.	R26. I can answer key questions from different perspectives, including my own. R27. I can present different views on why people believe in God or not, including their own ideas. R28. I can present ideas about the importance of people in a place of worship, rather than the place itself. R29. I can discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.	R26. I can examine questions from different perspectives, including my own.
C2. Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.	R26. I can respond to examples of cooperation between different people.	R25. I can find out about and respond with ideas to examples of co-operation between people who are different	R32. I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	R18. I can discuss links between the actions of Buddhists in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. R19. I can present their own ideas about the most important attitudes and values to have today, making links with Christian values. R20. I can discuss and present their own ideas about the value and challenge of religious commitment in Britain today.	R30. I can find out about what believers say about their places of worship.	R28 I can apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning
C3. Articulate beliefs, values and commitments clearly in order to explain why there may be important in their own and other peoples lives.	R27. I can talk about issues of good and bad, right and wrong arising from the stories.	R26. I can talk about issues of good and bad, right and wrong arising from the stories.	R33. I can discuss my own and others' ideas about why humans do bad things and how people try to put things right	R21. I can suggest some ideas about good ways to treat others, arising from their learning. Find out at least two teachings from religions about how to live a good life. Discuss their own and others' ideas about how people decide right and wrong. Express ideas about right and wrong, good and bad for themselves,	R31. I can discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. R32. I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. R33. I can investigate and explain the challenges of following Jesus'	R29. I can find out about religious teachings, charities and ways of expressing generosity. R30. I can express their own ideas about some big moral concepts, such as fairness, honesty etc..., comparing them with the ideas of others they have studied

				including ideas about love, forgiveness, honesty, kindness and generosity	teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.	

Still to dos

- Ensure all units are covered in some way, religions other than Christianity in each year group, not one thing dominating statements
- Ensure all are I can first person statements and make sense
- Limit to 25 MAX statements per year group

Questions

- Do I need to do one that includes EYFS – Not yet, get 1-6 done then look at with RYFS staff and match up with Early learning goals.
- Should I make the statements more simple/child friendly or is the main purpose of it for staff