

RE	Nursery Development Matters	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE – Theology Where do beliefs come from? How do beliefs change over time? How beliefs relate to each other. How beliefs shape the way believers see the world.	DM - PSED Understand gradually how others might be feeling. Express their feelings and consider the feelings of others. Understanding the World Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	ELG - Understanding the World - People, Culture, Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or world view. Recognise that narratives, stories and tests used by at least one religion or worldview contain beliefs Give an example of how Jewish people use beliefs to guide their daily lives.	Retell a narrative, story or important text form at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections Give examples of how Jewish beliefs influence daily life.	Show an awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present Identify some links between beliefs being studied within a religion or world view.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe how events in history and society have influenced some religious and non-religious world views. Describe the connections between	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority

						<p>Show awareness of some of the similarities and differences between and within religions and world views.</p> <p>Recognise the ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>religion or world view.</p> <p>Identify some of the similarities and differences between and within religions and world views.</p> <p>Identify ways in which beliefs might make a Muslim think about how they live their lives, how they see the world in which they live and how they view others.</p>	<p>different beliefs being studied and link them to sources of authority.</p> <p>Describe some of the key theological differences between and within religions and world views.</p> <p>Describe ways in which beliefs shape the way Muslims view the world in which they live and how they view others.</p>	<p>using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and world views.</p> <p>Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others.</p>
--	--	--	--	--	--	--	--	---	--

RE	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE - Philosophy The nature of knowledge, meaning and existence. How and whether things make sense. Issues of right and wrong, good and bad.	<p>DM - Communication and Language Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>DM- PSED Increasingly follow rules, understanding why they are important.</p>	<p>ELG - Communication and Language - Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> <p>Give a simple reason using the word 'because' when talking about religion and belief.</p> <p>Using religious and belief stories, talk about how beliefs impact on how people behave.</p>	<p>Talk about the questions a story or practise from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p> <p>Give a reason to say why someone might hold a particular belief using the word 'because'</p> <p>Using religious and belief stories, make connections between peoples' beliefs about right and</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p> <p>Recognise that it is difficult to</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>Explain using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p>

					<p>wrong and their actions.</p> <p>define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Give reasons for more than one points of view providing pieces of evidence to support these views.</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>evidence together to form a coherent argument.</p> <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Use well-chosen pieces of evidence to support and counter a particular argument.</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/ issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
--	--	--	--	--	--	---	---	---

RE	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE – Human and Social Sciences Diverse nature of religion. Diverse ways in which people practice and express beliefs. The ways in which beliefs shape individual identity, and impact on communities and society (and vice versa).	DM-PSED Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop their sense of responsibility and membership of a community. Understanding the World Make connections between the features of their family and other families. Notice differences	Understanding the Work - Past and Present Talk about the lives of the people around them and their roles in society;	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Recognise the names of different religions, religious beliefs and world views and use them correctly. Identify evidence of religion and belief especially in the local area Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and world views. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact and influence individual lives, communities and society and	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex. Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different	Begin to analyse and evaluate the carrying use of the terms 'religions' and 'belief' by followers from within a religion or world view and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Begin to analyse and evaluate the carrying ways in which religions and beliefs are practised locally, nationally and globally (both

		<p>between people.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>				<p>show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>religions/ worldviews.</p> <p>Explain how beliefs impact on, and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>within and between religions/ worldviews) with reference to at least two different religions/ worldviews.</p> <p>Begin to analyse and evaluate how beliefs impact on , influence and change individual lives, communities and society and how individuals, communities and society can also shape beliefs.</p>
--	--	--	--	--	--	---	---	---

