

Disciplinary knowledge To develop an understanding of religion children need to			
Year group	Aim A: to know about and understand a range of religions and worldviews	Aim B: Express ideas and insights about the nature, significance and impact of religions and worldviews.	Aim C: Gain and deploy the skills needed to engage purposefully with religions and world views.
R	<b>EYFS: Understanding of the World: People, Culture and Communities</b> Talk about the lives of people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. They know about similarities and differences between themselves and others, and among families, communities and traditions.		
1	Identify a special time they celebrate and what celebration means. Recognise some symbols and images used to express ideas. Recognise that there are special places where people go to worship and talk about what people do there. Talk about a belief in God for some communities. Talk about some of the stories that are used in religious contexts and why people still read them. Identify at least three objects used in worship in two religions. Talk about ways in which religious figures are special. Recognise that some people believe God created the world so we should look after it.	Recognise ways that people treat their sacred books. Talk about how religions teach people that they are valuable, giving simple examples. Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people bring to different religions.	
2	Retell some stories behind festivals. Retell stories about care for the world. Recognise religious stories from more than one faith and explain what they mean. Make simple links between belief and practice. Make links between the messages within sacred texts and the way people live.	Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify ways that festivals are marked and identify how this might make people feel. Talk about special religious days and give examples of what might be done to celebrate. Talk about ways in which stories, objects, symbols and actions show what people believe. Ask questions and suggest answers to questions about stories to do with religious festivals. Identify ways that some people make a response to God by caring for others in the world.	Ask some questions about believing in God and offer some ideas of their own. Ask and suggest answers to questions arising from stories across more than one faith. Describe some of the ways in which people use music to worship and talk about how different kinds of music makes them feel. Talk about issues of good and bad, right and wrong arising from stories. Use creative ways to express their own ideas about the creation story.
3	Retell stories linked to festivals and say why they are important to believers. Recall and name some of the ways religions mark milestones of commitment. Retell and suggest meanings of stories from sacred texts about people who have encountered God. Recall names and some stories from sacred texts that inspire. Describe what some believers say or do as they pray.	Recognise and identify some differences between religious festivals and other types of celebrations. Identify beliefs about God. Respond thoughtfully to examples of how praying helps religious believers. Recall and talk about some rules for living in religious traditions.	Suggest some ideas about good ways to treat others arising from their learning. Find out about at least two teachings from religions about how to live a good life.
4	Make connections between stories, symbols and beliefs and what happens in at least two festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in ceremonies of commitment and say what these rituals mean. Describe some of the ways religious groups describe God. Make connections between stories within a sacred text. Give simple definitions of some key religious terminology, such as gospel, incarnation and salvation. Describe the practise of prayer.	Give examples of how and suggest reasons why religious groups use their sacred text today. Ask questions and give ideas about what matters most to believers in festivals. Suggest reasons why marking milestones of life are important to religious communities. Suggest why having faith or belief in something can be hard. Identify how and say why it makes a difference to people's lives to believe in God. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities between how different religions pray.	Ask questions and suggest some of their own responses to ideas about God. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Discuss their own ideas about how people decide right and wrong.

	Make connections between stories about temptation and why people can find it difficult to be good.	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Give examples of ways in which some inspirational people have been guided by their religion.	
5	Describe and make connections between examples of religious creativity. Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.	Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.	Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.
6	Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation Outline religious and/or non-religious beliefs about life after death. Make connections between the key functions of a religious building and the beliefs of the religious community. Make connections between beliefs and behaviour in other religions.	Raise thoughtful questions and suggest some answers about what is a good life. Questions and answers about death, suffering and what matters most in life. Offer interpretations of parables when considering what kind of king is Jesus and say what they might teach people about how to live. Express ideas about how and why religion can help believers when times are hard, giving examples. Explain some similarities and differences between beliefs about life after death. Show an understandings of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Outline the challenges of belonging to a religious community in Britain today. Consider similarities and differences between beliefs and behaviour in different faiths.	Compare and contrast different religions and worldviews ideas about how to live a good life. Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.

