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|  | **Enquiry Skills** | | | **AT1 Learning about religion**  How pupils develop their knowledge, skills and understanding with reference to: | | | **AT2 Learning from religion**  How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about: | | |
|  | **Know and understand** | **Express ideas** | **Gain and deploy skills** | **beliefs, teachings and sources** | **practices and ways of life** | **forms of expression** | **identity and belonging** | **meaning, purpose and truth** | **values and commitments** |
|  | **I can** | | | **I can** | **I can** | **I can** | **I can** | **I can** | **I can** |
| **EYFS** | Name  Talk about | Observe  Notice | Find out about | Remember some parts of a Christian story. Ie Christmas | Use the right names for Christian artefacts | Recognize the cross as a Christian symbol. | Talk about special things to me.  (people, objects, celebrations, places) | Make observations about the wider world and show curiosity. | Make connections between special things for other people. |
| **KS1**  **Y1** | Recall, name, talk about. | Observe, notice, recognize. | Notice and find out about religions and world views. | remember a Christian (Hindu, Jewish.) story and talk about it | use the right names for things that are special to Christians (Jews, Muslims, Hindu’s, Buddhists, etc) | recognise religious art, symbols and words and talk about them | talk about things that happen to me | talk about what I find interesting or puzzling | talk about what is important to me and to other people |
| **KS1**  **Y2**  Exp age 7 | Retell stories, suggesting meanings for sources of wisdom, festivals, worship. | Ask questions and give opinions about religions, belief and ideas. | Gather information , use and respond to ideas in RE. | tell a Christian (Hindu, Jewish.)  story and say some things that people believe | talk about some of the things that that are the same for  different religious people | say what some Christian  (Hindu, Jewish etc) symbols stand for and say what some of  the art (music, etc) is about | ask about what happens to others with respect for their  feelings | talk about some things in stories that make people ask  questions | talk about what is important to me and to others with  respect for their feelings |
| **KS2**  **Y3/4** | Describe religions and world views, connecting ideas | Give thoughtful responses using different forms of expression in RE | Consider and discuss questions, ideas and points of view. | describe what a believer might learn from a religious  story and make links to other religious stories. | Begin to use religious words to describe some of the things that are the same and  different for religious people | Explore the way people show their belief s through religious vocabulary, art, music, drama and writing. | compare some of the things that influence me with those that influence other people. How have inspirational people made an impact on others lives. | ask important questions about life and compare my ideas with those of other  people | link things that are important to me and other people with  the way I think and behave and suggest what might happen as a result of different decisions |
| **KS2**  **Y5/6**  Exp age 11 | Outline understanding of ideas and practices, linking different viewpoints | Express reasoned ideas of their own thoughtfully in RE | Apply ideas about religions and world views thoughtfully. | make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers’ lives | use the right religious words to describe and compare what practices and experiences may be involved in belonging to  different religious groups | Explore believer’s ideas and feelings through their art, music etc, and suggest what they mean | ask questions about who we are and where we belong, and suggest answers which refer to people who have  inspired and influenced  myself and others | ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by individuals, members of different religious and non-religious groups. | ask questions about the moral decisions individuals and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs  / values |
| **Y5/6**  Exceeding | Explain the connections between ideas, practices, viewpoints. | Explain ideas and viewpoints clearly. | Explain why religions and world views matter. | suggest reasons for the similar and different beliefs which people hold, and  explain how religious sources are used to provide answers to important questions about life and morality | Explore the reasons why people belong to religions and why this is important to them. | Explore the impact of religious and spiritual expression on the believer and non-believer. | give my own and others’ views on questions about who we are and where we  belong and  explain what inspires and influences me | ask questions about the meaning and purpose of life and suggest answers relevant to their own spiritual journey. | ask questions about things that are important to me and to other people and  suggest answers which relate  to my own and others’ lives |