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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** | NameTalk about | ObserveNotice | 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 fordifferent religious people | say what some Christian(Hindu, Jewish etc) symbols stand for and say what some ofthe art (music, etc) is about | ask about what happens to others with respect for theirfeelings | talk about some things in stories that make people askquestions | talk about what is important to me and to others withrespect 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 religiousstory and make links to other religious stories. | Begin to use religious words to describe some of the things that are the same anddifferent 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 otherpeople | link things that are important to me and other people withthe 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 todifferent 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 haveinspired and influencedmyself 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, andexplain 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 webelong 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 andsuggest answers which relateto my own and others’ lives |