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| **Pre NC** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Children begin to understand that they belong to groups beyond the family.Children show sensitivity to the needs and feelings of others and respond appropriately. Children recognise that their actions affect themselves and others.Children begin to understand that Jesus is a special person to Christians. The children know that the Bible is a special book for Christians.Children respond to cultural events and show a range of feelings.Children are able to re-tell the key points in bible stories. E.g. Christmas and EasterChildren become aware of their own identity/uniqueness. Beginning to develop a relationship with other children and adultsChildren begin to show respect for themselves and for others and for their belongings. Children begin to understand the word trust and be able to talk about who they can trust.Children start to view themselves as citizens within their community / school.Children begin to show an understanding of the responsibility of helping other people. | Children begin to recall and name different beliefs and main festivals associated with religions.Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.Children explore a range of sources of wisdom and the traditions they come from.Children can name religious symbols and meaning of themChildren can learn the name of important religious stories.Children look at how an appreciation of religion plays an important role in the lives of some people.Children can identify things that are important in their lives.Children can ask questions about the puzzling aspects of life.Children look at and appreciate how people’s values affect a community and individuals.Children look at religious stories to understand actions and consequences. | Children can describe the main beliefs of a religion.Children can describe the main festivals of a religion.Children begin to reflect on their own experiences of attending ceremonies.Children can explain religious rituals and ceremonies and the meaning of them.Children can observe when practices and rituals are featured in more than one religion or lifestyle.Children can retell religious stories and suggest meanings in the story.Children begin to recognise different symbols and how they express a community’s way of life.Children can make links to expressing identity and belonging and what is important to them.Children understand that there are similarities and differences between people.Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.Children can explain how actions can affect other people.Children can understand that they have their own choices and begin to understand the concept of morals. | Children can describe the key beliefs and teachings of the religions studied.Children look at the concepts of belonging, identity and meaning. Children identify religious artefacts and how they are involved in daily practices and rituals.Children describe religious buildings and how they are used.Children explore beliefs through books, scriptures, art and other important means of communication.Children begin to identify religious symbolism in different forms of art and communication.Children explore how an appreciation of religion plays an important role in the lives of some people.Children understand that personal experiences and feelings can influence their attitudes and actions.Children develop their appreciation of the ways in which people’s values are an important aspect of their lives. Children make links to responsibility and citizenship and choices they make affecting their lives.Children make informed choices and understand the consequences of choices. | Children can make some comparisons between religions.Children begin to compare the main festivals of world religions.Children refer to religious figures and holy books.Children begin to discuss and present thoughtfully their own and others’ views. Children explore pilgrimages as a part of religious life. Children explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging.Children can look at holy texts and stories and explain meanings in stories.Children can express their beliefs in different forms, with respect for others’ beliefs and comparing beliefs. Children can offer suggestions about why religious and non-religious leaders and followers have acted the way they have.Children can ask questions that have no agreed answers, and offer suggestions as answers to those questions.Children understand that there are similarities and differences between people and those differences.Children describe how shared values in a community can affect behaviour and outcomes.Children discuss and give opinions on morals, values, including their own. | To explain how beliefs and teachings can make contributions to the lives of individuals and communities.To look further at the concepts of belonging, identity and meaning. To understand how certain features of religion make a difference to individuals and communities.To continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication.To continue to develop understanding how an appreciation of religion plays an important role in the lives of some people.Make links to expressing identity and belonging and notice and respond sensitively to different views.Continue to develop appreciation of the ways in which people’s values are an important aspect of their lives. Make links to responsibility and citizenship. | To compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.To explore rituals and ceremonies which mark important points in life. To have the opportunity to explore non-religious ways of life (Humanism.)To explain the meaning of religious stories, sources of wisdom and the traditions from which they come.Children can discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.To understand the concept of shared values and how a community can use shared values. To begin to strengthen their capacity for moral judgements. |