



RE Skills and Knowledge Progression

Substantive knowledge – what will pupils know about?

Disciplinary knowledge – theology, sociology, philosophy – textual interpretation, analysis of data, reasoning

Personal knowledge - response

Topic	FS	KS1	LKS2	UKS2
Overview	<p>Identify religious objects. Use religious vocabulary (concrete nouns) correctly. Know that the Bible is the Christian holy book. Remember key parts of the religious story of ... Talk about what the story of ... might tell believers. Respond to stories and art work with preferences. Respond to learning about beliefs through role-play, making things, discussion or art. Begin to talk about what matters to them.</p>	<p>Use and explain religious vocabulary (nouns and verbs). Name and describe religious objects and places, including the Old and New Testaments of the Bible. Retell the religious story of ... Identify hidden meaning in the story of ... Make observations about religious artefacts and talk about what they might be for. Make links between some aspects of a religion. Respond to stories and art work with preferences, saying what they like about it. Respond to religious ideas in different ways, beginning to show understanding of symbolism. Reflect personally on what is special or important to them.</p>	<p>Use and explain religious vocabulary (including abstract concepts). Name, describe and talk knowledgeably about religious people, places and artefacts, including the structure and origins of the Bible and its 'Big Story'. Read and interpret religious texts in different ways. Explain why a religious text might be important to believers. Analyse information (e.g. from pictures, books, artefacts), draw conclusions and give reasoning. Explain how believers live, including the 'why' of things they do. Explain connections between aspects of a faith, using religious vocabulary. Choose how to respond to religious ideas, confidently using symbolism.</p>	<p>Use, explain and make connections between religious vocabulary. Talk knowledgeably about abstract religious concepts and how these impact believers' lives. Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths. Read and interpret religious texts in different ways, making connections to other texts or beliefs. Analyse, interpret and present information, including personal responses to it. Connect multiple ideas together when explaining how believers live and why. Make generalisations by connecting and comparing aspects of a religion or world view.</p>

			<p>Reflect personally on what is special or important to them and why.</p>	<p>Draw on prior knowledge to make connections between different faiths and worldviews. Show empathy and ability to imagine alternative viewpoints. Make predictions about what others might do or say based on knowledge of their beliefs. Choose different ways to respond to ideas, using and explaining own symbolism. Reflect and respond personally to philosophical questions, using reasoning skills.</p>
God		<p>Year 1 Term 1: What do Christians believe God is like? Use and explain religious vocabulary: parable, forgiveness, Bible, God, Christian, prayer. Retell the religious story of The Lost Son. Identify hidden meaning in the story of The Lost Son. Identify some types of Christian prayer. Make links between the parable of the Lost Son and what Christians believe about God. Make links between the story of the Lost Son and how Christians live. Respond to stories and art work with preferences, saying what they like about it. Respond to religious ideas through drama and art. Reflect personally on the idea of forgiveness.</p>		<p>Year 5 Term 1: What does it mean if God is loving and holy? <i>Use, explain and make connections between religious vocabulary e.g. Biblical, Psalm, prophet, holy, sin, omnipotent, omniscient, eternal, cathedral, congregation, confession, penance, reconciliation...</i> <i>Talk knowledgeably about abstract religious concepts such as omnipotence, omniscience, eternity, reconciliation, and how these impact believers' lives.</i> Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths. <i>Read and interpret religious texts about God in different ways, making connections to other Biblical text, hymns and beliefs.</i> <i>Analyse, interpret and present information about key religious</i></p>

				<p><i>figures, including personal responses.</i></p> <p>Connect multiple ideas together when explaining how believers live and why.</p> <p>Make generalisations by connecting and comparing aspects of a religion or world view.</p> <p>Draw on prior knowledge to make connections between different faiths and worldviews.</p> <p><i>Show empathy and ability to imagine alternative viewpoints.</i></p> <p><i>Make predictions about what others might do or say based on knowledge of their beliefs.</i></p> <p><i>Choose different ways to respond to ideas, using and explaining own symbolism, including through art.</i></p> <p><i>Reflect and respond personally to philosophical questions, using reasoning skills.</i></p>
Creation & fall	<p>FS Term 1: Why is the word ‘God’ so important to Christians?</p> <p>Identify religious objects.</p> <p>Use religious vocabulary (concrete nouns) correctly.</p> <p>Remember key parts of the religious story of ...</p> <p>Talk about what the story of ... might tell believers.</p> <p>Respond to stories and art work with preferences.</p> <p>Respond to learning about beliefs through role-play, making things, discussion or art.</p> <p>Begin to talk about what matters to them.</p>	<p>Year 2 Term 1: Who made the world?</p> <p>Use and explain religious vocabulary (mainly concrete): creation, Old Testament, New Testament, harvest service, thankful, Grace, praise, stewardship.</p> <p>Recognise the Bible and know it is important to Christians; identify the Old and New Testaments and where some Christian stories appear.</p> <p>Retell the religious story of the Creation.</p>	<p>Year 4 Term 1: What do Christians learn from the creation story?</p> <p>Use and explain religious vocabulary, including abstract concepts: fall, eternal, stewardship, temptation, resist, obey, commandments.</p> <p>Understand how the Bible is structured and that it is one big story; order the key parts of it to create a timeline.</p> <p>Name, describe and talk knowledgeably about religious people, places and artefacts.</p> <p>Read and interpret religious texts in different ways.</p>	<p>Year 6 Term 1: Creation and Science – Conflicting or Complimentary?</p> <p>Use, explain and make connections between religious vocabulary e.g. creation, Genesis, Torah, .</p> <p>Talk knowledgeably about the concept of God as Creator and how this impact believers’ lives.</p> <p>Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths.</p> <p>Read and interpret religious texts, using your interpretation to respond in your own way.</p>

	<p>UPDATE AFTER PLANNING!</p>	<p>Identify hidden meaning in the story of Creation and link this with how Christians live. Respond to stories and art work with preferences, saying what they like about it. Respond to ideas through drama, art and words. Reflect on own feelings about the world as God created it and as humans have changed it.</p>	<p>Explain why a religious text might be important to believers. Analyse information to find out about Christian charities and respond personally to this. Explain how believers look after the planet and why. Explain connections between the story of the Fall and the Parable of the Lost Son. Explain connections between Christianity and Judaism, using religious vocabulary e.g. Torah, Old Testament, Genesis, Abrahamic. Choose how to respond to religious ideas, confidently using symbolism. Reflect personally on what is special or important to them and why.</p>	<p>Analyse, interpret and present information about cosmology and Christian scientists, including personal responses to it. Connect multiple ideas together when explaining how believers live and why. Make generalisations about Christian beliefs regarding evolution. Use reasoning and debating skills to discuss the statement ‘Genesis explores why the universe and life exists. Science explores how the universe works the way it does.’ Choose different ways to respond to ideas, using and explaining own symbolism. Reflect and respond personally to philosophical questions, using reasoning skills.</p>
<p>People of God</p>	<p>FS Term 3: Old Testament Stories – Which stories are special and why? Identify religious objects. Use religious vocabulary (concrete nouns) correctly. Remember key parts of the religious story of ... Talk about what the story of ... might tell believers. Respond to stories and art work with preferences. Respond to learning about beliefs through role-play, making things, discussion or art. Begin to talk about what matters to them.</p>		<p>Year 3 Term 1: What is it like to follow God? Use and explain religious vocabulary: covenant, vow, marriage, forgive/ness, faith. Name, describe and talk knowledgeably about key figures from the Bible, e.g. Noah, Abraham, and about the Bible’s structure and origins. Read and offer interpretations for the stories of Noah and Abraham. Explain why these stories might be important to believers. Look at symbols and colours used in a Christian weddings; discuss what they might mean and why</p>	<p>Year 5 Term 3: How can following God bring peace and justice? Use, explain and make connections between religious vocabulary including abstract concepts: freedom, justice, salvation, mission, equality, repentance... Talk knowledgeably about abstract religious concepts such as freedom and justice, and how these impact believers’ lives. Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths. Read and interpret parts of the story of Moses in different ways,</p>

			<p>they might be chosen, given reasoning.</p> <p>Explain connections between God's covenant and the vows made in a Christian wedding, using religious vocabulary e.g. marriage, vow, faithful.</p> <p>Choose how to respond to religious ideas, confidently using symbolism (e.g. use symbols relating to a Christian wedding to create an invitation or card).</p> <p>Explain how Christians show their faith through how they live, including the 'why' of things they do.</p> <p>Show empathy in considering what it might be like to follow God and why.</p> <p>Reflect personally on what is special or important to them and why.</p>	<p>making connections between them and making links with the concepts of freedom and salvation.</p> <p>Analyse and interpret the "Five Marks of Mission", and respond to these on a personal level.</p> <p>Connect multiple ideas together when explaining how believers live and why.</p> <p>Make predictions or generalisations about how Christians might live by connecting the ideas of freedom and justice, their Biblical context and Christians in today's world.</p> <p>Draw on prior knowledge to make connections between different faiths and worldviews, e.g. considering who else might follow the 10 Commandments and who might have different rules they follow.</p> <p>When looking at the issues of justice and freedom, show empathy and ability to imagine alternative viewpoints.</p> <p>Reflect and respond personally to philosophical questions, using reasoning skills.</p>
Incarnation	<p>FS Term 2: Why do Christians perform nativity plays at Christmas?</p> <p>Identify religious objects.</p> <p>Use religious vocabulary (concrete nouns) correctly.</p> <p>Remember key parts of the religious story of ...</p>	<p>Year 1 Term 2: Why does Christmas matter to Christians?</p> <p>Use and explain religious vocabulary: incarnation, nativity, advent.</p> <p>Know that the Christian holy book is called the Bible and describe some features e.g. old and new testament, gospels.</p>	<p>Year 3 Term 2: What is the trinity? (core learning)</p> <p>Use and explain religious vocabulary: Trinity, Father, Son, Holy Spirit,</p> <p>Describe and talk knowledgeably about religious art, analysing the use of colour and symbols, drawing</p>	<p>Year 5 Term 2: Was Jesus the Messiah? .</p> <p>Talk knowledgeably about the concept of prophecy and salvation, accurately using vocabulary such as prophet, prophecy, saviour, Messiah, gospel, reformer.</p> <p>Use knowledge of Biblical structure and origins to locate</p>

	<p>Talk about what the story of ... might tell believers.</p> <p>Respond to stories and art work with preferences.</p> <p>Respond to learning about beliefs through role-play, making things, discussion or art.</p> <p>Begin to talk about what matters to them.</p>	<p>Retell the religious story of Jesus' birth.</p> <p>Suggest reasons for aspects of the story, e.g. why he was born in a stable, why he was visited by humble shepherds.</p> <p>Make observations about religious images and talk about what they might tell us.</p> <p>Make links between the Christmas story and what Christians do during Advent and Christmas.</p> <p>Respond to stories and art work with preferences, saying what they like about it.</p> <p>Respond to religious ideas in different ways, for example creating a Christmas card using Christian symbolism and talking about their choices.</p> <p>Reflect on what you are thankful for at Christmas.</p>	<p>conclusions about the artists' message and giving reasons.</p> <p>Describe and talk knowledgeably about the structure of the Bible, Read and interpret religious texts in different ways, for example analysing the story of Jesus' baptism and explaining why this might be important to Christians.</p> <p>Explain how and why prayer is an important part of Christians' lives.</p> <p>Explain connections between the details of Christian baptism and Biblical texts, using religious vocabulary.</p> <p>Choose how to respond to religious ideas, expressing personal responses confidently using symbolism.</p> <p>Reflect personally on what is special or important to them and why.</p> <p>Year 4 Term 2: What is the trinity? (digging deeper)</p> <p>Use and explain religious vocabulary: testament, gospel, incarnation, trinity, metaphor scripture...</p> <p>Describe and talk knowledgeably about the Christian idea of trinity and compare to the beliefs of other faiths.</p> <p>Compare and contrast the different gospel accounts of Jesus' birth, suggesting reasons for differences.</p>	<p>texts and make connections between the Abrahamic faiths.</p> <p>Read and interpret prophet texts in different ways, making connections to beliefs about Jesus.</p> <p>Analyse, interpret and present information about people who have tried to save the world, including personal responses to their ideas and actions.</p> <p>Connect multiple ideas about Jesus' influence on the world in his own time and afterwards to consider the importance of whether he is the Messiah or not.</p> <p>Draw on prior knowledge to compare the views of different faiths on the importance of Jesus. Show empathy and ability to imagine alternative viewpoints.</p> <p>Respond to the question "Does the world still need a saviour?", drawing on knowledge of individuals and faiths.</p> <p>Reflect and respond personally to philosophical questions, using reasoning skills.</p>
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Gospel	<p>FS Term 3: New Testament Stories – Which stories are special and why? Identify religious objects. Use religious vocabulary (concrete nouns) correctly. Remember key parts of the religious story of ... Talk about what the story of ... might tell believers. Respond to stories and art work with preferences. Respond to learning about beliefs through role-play, making things, discussion or art.</p>	<p>Year 1 Term 3: What is the good news that Jesus brings? Use and explain religious vocabulary: disciple, forgive, peace, prayer, sacred, church, neighbour. Name and describe a Christian place of worship. Name the four gospels and describe where they are found and who they are about. Retell the story of Matthew the Text Collector. Identify the meaning in stories and verses from the Bible.</p>	<p>Year 4 Term 3: What kind of world did Jesus want? Use and explain religious vocabulary: disciple, neighbour, parable, justice, moral, humble, minister. Name, describe and talk knowledgeably about the gospels, including where they can be found in the Bible and who wrote them. Read and interpret stories about and told by Jesus, and explain why these might be important to believers.</p>	<p>Year 6 Term 2: What would Jesus do? Use, explain and make connections between religious vocabulary: sermon, foundation, principles, righteous advocacy, reconciliation. Talk knowledgeably about the gospels, including their purpose and the types of texts they contain. Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths. Read religious texts about Jesus healing the sick and consider</p>

	<p>Begin to talk about what matters to them.</p>	<p>Make links between some aspects of a religion. Respond to stories and art work with preferences, saying what they like about it. Respond to religious ideas, beginning to show understanding of symbolism. Reflect personally on what is special or important to them.</p>	<p>Investigate who church communities try to include and how, by analysing information from church noticeboards and websites. Explain how and why Christians try to 'love their neighbour' in today's world, giving examples of charity work. Reflect and respond to Christian ideas such as personal sacrifice and loving your neighbour. Reflect personally on what is special or important to them and why.</p>	<p>different interpretations, predicting how different people might view these. Analyse and interpret information online, then present information, including personal responses to it. Show empathy and ability to imagine alternative viewpoints when looking at issues in today's world. Reflect on and respond to ideas about forgiveness and reconciliation. Choose how to respond to ideas, using and explaining own symbolism. Reflect and respond personally to philosophical questions, using reasoning skills.</p>
Salvation	<p>FS Term 4: Why do Christians put a cross in an Easter garden? Identify religious objects. Use religious vocabulary (concrete nouns) correctly. Remember key parts of the religious story of ... Talk about what the story of ... might tell believers. Respond to stories and art work with preferences. Respond to learning about beliefs through role-play, making things, discussion or art. Begin to talk about what matters to them.</p>	<p>Year 1 Term 4: Why does Easter matter to Christians? Use and explain religious vocabulary: Easter, crucified, Jerusalem, resurrected, Palm Sunday, Good Friday, Easter Sunday, Describe some parts of the Bible's 'Big Story' and where they are found e.g. creation story, gospel, old testament, new testament. Retell the story of Holy Week, describing some events. Identify hidden meaning in the story of Holy Week, e.g. why Jesus rode in on a donkey, why he asked God to forgive those who hurt him. Make observations about and respond to religious art work.</p>	<p>Year 4 Term 4: Why do Christians call the day Jesus died 'Good Friday'? Use and explain religious vocabulary: creation, fall, incarnation, salvation, gospel, old and new testament, sacrifice, saviour, crucifixion, resurrection. Name and describe parts of the Bible and talk knowledgeably about some of these. E.g. creation, fall, incarnation, salvation, Genesis, gospels and their names, old and new testament. Explain the Christian idea of salvation, showing understanding of the Bible's 'big story'. Interpret elements of the Holy Week story, draw conclusions</p>	<p>Year 5 Term 4: What did Jesus do to save human beings? Use, explain and make connections between religious vocabulary: salvation, saviour, gospel, sacrifice, crucifixion, resurrection, prophecy, messiah, communion. Talk knowledgeably about the ideas of sacrifice and/or salvation and how these impact believers' lives. Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths. Analyse and interpret information from the Bible about Jesus death, finding evidence and drawing conclusions.</p>

		<p>Make links between some what Christians do around Easter and the events of Holy Week.</p> <p>Respond to art work (Easter cards) with preferences, saying what they like about it.</p> <p>Respond to religious ideas in different ways, beginning to show understanding of symbolism.</p> <p>Reflect personally on what is special or important to them.</p>	<p>about their meaning and give reasoning.</p> <p>Research, analyse and explain how believers mark the events of Holy Week, including the 'why' of things they do.</p> <p>Explain connections between Christian beliefs about Jesus' sacrifice and the way they live.</p> <p>Make connections between the feelings of Christians during Holy Week and their own feelings.</p> <p>Explore the importance of Jesus to people of different faiths or none.</p> <p>Choose how to respond to religious ideas, confidently using symbolism.</p> <p>Reflect personally on what is special or important to them and why.</p>	<p>Make generalisations by connecting and comparing scripture from the old and new testaments.</p> <p>Research, analyse and present information, making connections between different faiths and worldviews.</p> <p>Show empathy and ability to imagine themselves in someone else's shoes.</p> <p>Make predictions about what others might do or say based on knowledge of their beliefs.</p> <p>Reflect on and respond personally to the idea of sacrifice.</p> <p>Reflect and respond personally to philosophical questions, using reasoning skills.</p>
Kingdom of God			<p>Year 3 Term 5: When Jesus left, what was the impact of Pentecost?</p> <p>Use and explain religious vocabulary: Pentecost, ascension, disciples, holy spirit, kingdom of God, gospel, denominations.</p> <p>Explain why the story of Pentecost is important for Christians.</p> <p>Analyse information from art, hymns, scripture and poetry, draw conclusions and give reasoning.</p> <p>Compare how different denominations celebrate Pentecost, suggesting reasons for differences.</p>	<p>Year 6 Term 6: What kind of king is Jesus?</p> <p>Talk knowledgeably about the concept of the Kingdom of God and how this impacts believers' lives.</p> <p>Read and interpret parables in different ways, using these interpretations to make generalisations.</p> <p>Use knowledge of Biblical structure and origins to locate texts and make connections between the Abrahamic faiths.</p> <p>Analyse, interpret, prioritise and present information, including personal responses to it.</p>

			<p>Show understanding of religious symbolism, including the meanings behind colour choices; use religious symbolism appropriately when responding to a task.</p> <p>Show empathy and ability to see another's viewpoint.</p> <p>Reflect personally on what is special or important to them and why.</p>	<p>Make generalisations by connecting and comparing aspects of different religions and world views.</p> <p>Respond to art, showing empathy skills when reflecting on the artist's purpose or meaning.</p> <p>Reflect on and make reasoned personal responses to philosophical questions e.g. "in what circumstances is the death penalty justifiable?" Make predictions about what others might say, drawing on knowledge of their beliefs.</p> <p>Choose different ways to respond to ideas, using and explaining own symbolism.</p> <p>Reflect and respond personally to philosophical questions, using reasoning skills.</p>
Judaism		<p><u>Year 1 Terms 5 & 6: Who is Jewish and what do they believe?</u></p> <p>Use and explain religious vocabulary: Jewish, Judaism, synagogue, shabbat, commandments, Torah...</p> <p>Describe in simple terms what beliefs are important to Jewish people.</p> <p>Name and describe special days marked by Jewish people.</p> <p>Name and describe a Jewish place of worship and how Jewish people worship there.</p> <p>Retell Jewish religious stories such as the creation story, the reclaiming of the temple.</p>		<p><u>Year 6 Term 4: What does it mean to be Jewish in Britain today?</u></p> <p>Use, explain and make connections between religious vocabulary: synagogue, orthodox, reform, Torah, Jerusalem, Rosh Hashanah, Yom Kippur...</p> <p>Talk knowledgeably about abstract concepts such as atonement, tikkun olam, gemilut chassidim and tzedakah, and how these impact believers' lives.</p> <p>Read and interpret Jewish religious texts (e.g. the Shema, the story of Jonah) in different ways, drawing conclusions about Jewish beliefs.</p>

		<p>Make observations about Jewish religious artefacts and talk about what they might be for.</p> <p>Make links between the creation story and the idea of resting on Shabbat.</p> <p>Reflect personally on their beliefs and what is important or special to them.</p>		<p>Analyse and interpret information from a video clip, drawing conclusions about what is important to Jewish people.</p> <p>Make connections between Judaism and Christianity, explaining similarities and differences.</p> <p>Draw on prior knowledge to make connections between different faiths and worldviews, for example comparing the Jewish idea of atonement with the Hindu idea of karma.</p> <p>Explain connections between Judaism and Christianity, showing understanding of their shared origins.</p> <p>Research key religious concepts by analysing and interpreting information, making notes and feeding back key points.</p> <p>Respond with empathy to facts about Jewish contributions to Britain and the ideas of antisemitism and persecution.</p> <p>Reflect personally on the idea of atonement, considering the philosophical question: Is there anyone in the world with nothing to atone for?</p> <p>Reflect and respond personally to philosophical questions, using reasoning skills.</p>
Islam		<p><u>Year 2 Term 5 & 6: Who is a Muslim and what do they believe?</u></p> <p>Use and explain religious vocabulary: Islam, Muslim, Allah, Muhammad, mosque, Qur'an.</p>		<p><u>Year 5 Term 5 & 6: What does it mean to be a Muslim in Britain today?</u></p> <p>Use, explain and make connections between religious vocabulary:</p>

		<p>Describe Muhammad and why he is important to Muslims.</p> <p>Retell at least one story about Muhammad and suggest what it tells Muslims about him.</p> <p>Name and describe a Muslim place of worship and what happens there, including some details of Muslim prayer.</p> <p>Make observations about the Qur'an and its treatment.</p> <p>Make basic links between religions, for example the similar role of Qur'an and Bible, mosque and synagogue, Eid and Christmas.</p> <p>Respond to stories and art work with preferences, saying what they like about it and identifying recurring symbols.</p> <p>Respond in their own way to the idea of the 99 names of Allah, beginning to show understanding of symbolism.</p> <p>Reflect personally on what places and ideas are important to them.</p>		<p>monotheistic, Abrahamic / Abramic, mosque, Adhan, minaret, discipline, Makkah, Ramadan, Sadaqah, fasting, pilgrimage...</p> <p>Talk knowledgeably about the Five Pillars of Islam and how these impact believers' lives.</p> <p>Read and interpret religious texts in different ways, making connections to other texts or beliefs.</p> <p>Research, interpret and present information, including personal responses to it.</p> <p>Draw on prior knowledge and show empathy skills when making generalisations, for example when considering what might be the most important thing to a Muslim.</p> <p>Make connections between different faiths and worldviews, showing understanding of the shared roots of the Abrahamic faiths and drawing parallels, e.g. between Ramadan and Lent.</p> <p>Choose different ways to respond to ideas, using and explaining own symbolism.</p> <p>Reflect and respond personally to philosophical questions e.g. "What makes a 'good life'?", using reasoning skills and predicting different viewpoints, religious and non-religious.</p>
Sikhi			<p><u>Year 3 Terms 3 & 4: What does it mean to be a Sikh in Britain today?</u></p>	

			<p>Use and explain religious vocabulary (including abstract concepts).</p> <p>Name, describe and talk knowledgeably about religious people, places and artefacts.</p> <p>Read and interpret religious texts in different ways.</p> <p>Explain why a religious text might be important to believers.</p> <p>Analyse information (e.g. from pictures, books, artefacts), draw conclusions and give reasoning.</p> <p>Explain how believers live, including the 'why' of things they do.</p> <p>Explain connections between aspects of a faith, using religious vocabulary.</p> <p>Choose how to respond to religious ideas, confidently using symbolism.</p> <p>Reflect personally on what is special or important to them and why.</p>	
Hindu Dharma			<p><u>Year 4 Term 5 & 6: What does it mean to be a Hindu in Britain today?</u></p> <p>Use and explain religious vocabulary (including abstract concepts).</p> <p>Name, describe and talk knowledgeably about religious people, places and artefacts.</p> <p>Read and interpret religious texts in different ways.</p>	

			<p>Explain why a religious text might be important to believers.</p> <p>Analyse information (e.g. from pictures, books, artefacts), draw conclusions and give reasoning.</p> <p>Explain how believers live, including the 'why' of things they do.</p> <p>Explain connections between aspects of a faith, using religious vocabulary.</p> <p>Choose how to respond to religious ideas, confidently using symbolism.</p> <p>Reflect personally on what is special or important to them and why.</p>	
Humanism		<p><u>Year 2 Term 3: What is Humanism?</u></p> <p>Use and explain religious vocabulary (nouns and verbs).</p> <p>Name and describe religious objects and places.</p> <p>Retell the religious story of ...</p> <p>Identify hidden meaning in the story of ...</p> <p>Make observations about religious artefacts and talk about what they might be for.</p> <p>Make links between some aspects of a religion.</p> <p>Respond to stories and art work with preferences, saying what they like about it.</p> <p>Respond to religious ideas in different ways, beginning to show understanding of symbolism.</p>	<p><u>Year 3 Term 6: What is Humanism?</u></p> <p>Use and explain religious vocabulary (including abstract concepts).</p> <p>Name, describe and talk knowledgeably about religious people, places and artefacts.</p> <p>Read and interpret religious texts in different ways.</p> <p>Explain why a religious text might be important to believers.</p> <p>Analyse information (e.g. from pictures, books, artefacts), draw conclusions and give reasoning.</p> <p>Explain how believers live, including the 'why' of things they do.</p> <p>Explain connections between aspects of a faith, using religious vocabulary.</p>	<p><u>Year 6 Term 3: What does it mean to be a Humanist in Britain today?</u></p> <p>Use, explain and make connections between religious vocabulary.</p> <p>Talk knowledgeably about abstract religious concepts and how these impact believers' lives.</p> <p>Read and interpret religious texts in different ways, making connections to other texts or beliefs.</p> <p>Analyse, interpret and present information, including personal responses to it.</p> <p>Connect multiple ideas together when explaining how believers live and why.</p> <p>Make generalisations by connecting and comparing aspects of a religion or world view.</p>

		<p>Reflect personally on what is special or important to them.</p>	<p>Choose how to respond to religious ideas, confidently using symbolism. Reflect personally on what is special or important to them and why.</p>	<p>Draw on prior knowledge to make connections between different faiths and worldviews. Show empathy and ability to imagine alternative viewpoints. Make predictions about what others might do or say based on knowledge of their beliefs. Choose different ways to respond to ideas, using and explaining own symbolism.</p>
Universal	<p><u>EYFS: World Faith Stories</u> Identify religious objects. Use religious vocabulary (concrete nouns) correctly. Remember key parts of the religious story of ... Talk about what the story of ... might tell believers. Respond to stories and art work with preferences. Respond to learning about beliefs through role-play, making things, discussion or art. Begin to talk about what matters to them.</p>	<p><u>Year 2 Term 2: How should we care for others and the world and why does it matter?</u> Use and explain religious vocabulary (nouns and verbs). Name and describe religious objects and places. Retell the religious story of ... Identify hidden meaning in the story of ... Make observations about religious artefacts and talk about what they might be for. Make links between some aspects of a religion. Respond to stories and art work with preferences, saying what they like about it. Respond to religious ideas in different ways, beginning to show understanding of symbolism. Reflect personally on what is special or important to them.</p>		<p><u>Year 6 Term 5: What can be done to reduce racism, and can religion help?</u> Use, explain and make connections between religious vocabulary. Talk knowledgeably about abstract religious concepts and how these impact believers' lives. Read and interpret religious texts in different ways, making connections to other texts or beliefs. Analyse, interpret and present information, including personal responses to it. Connect multiple ideas together when explaining how believers live and why. Make generalisations by connecting and comparing aspects of a religion or world view. Draw on prior knowledge to make connections between different faiths and worldviews. Show empathy and ability to imagine alternative viewpoints.</p>

				<p>Make predictions about what others might do or say based on knowledge of their beliefs. Choose different ways to respond to ideas, using and explaining own symbolism.</p>
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