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| **Aspect** | **Year Group** | **Progressive Skills** |
| **Ongoing skills** | **All Year groups** | Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving. |
| **Developing Attitudes** | Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community. |
|  **EYFS** | **YN** | The children will, Through asking and answering questions:- * Begin to make sense of their own life-story and family’s history.
* Continue developing positive attitudes about the differences between people.

The adults will:-Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion.  |
| **YR** | The children will, through asking and answering questions:-* Talk about members of their immediate family and community.
* Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.

The adults will:- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. |
| **Substantive Skills** | **Y1** | * Be able to retell a religious story using prompts and know that it is from a sacred text and is special to some people
* To ask ‘who’, ‘what’ and ‘when’ questions when exploring a religion.
* To be able to talk about a practice from a religion.
* To recognise some religious symbols and words
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| **Y2** | * To recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities
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| **Y3** | * Be able to describe features of worship from a religion and/or world view, connecting my ideas and prior learning.
* Consider an aspect of a religion and show differences and similarities to other religions or worldviews
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| **Y4** | * I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
* I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities
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|  | **Y5** | * Consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means
* Explore the ‘Golden Rule’ and consider thoughtfully and respectfully how this affects my own and others’ lifestyles
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| **Y6** | * I can describe and make connections between different features of the religions and worldviews we have studied.
* I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
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| **Disciplinary Skills** |  |
| **Y1** | * To ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.
* To notice and respond sensitively to some similarities between different religions and worldviews
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| **Y2** | * To explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come
* Begin to see how I can work together with others even if we have differences.
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| **Y3** | * Be able to discuss why worshippers choose to attend a particular place of worship and what it means to belong
* Make connections between different stories /sayings and what they teach followers of different religions /

worldviews. |
| **Y4** | * I can discuss the nature of religion and compare the main disciplines which we have studied.
* I can consider and apply ideas about ways in which diverse communities can live together for the Wellbeing of all, and respond thoughtfully to ideas about community, values and respect
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| **Y5** | * Consider and apply ideas about ways in which diverse communities can live together for the well being of all, and respond thoughtfully to ideas about community, values and respect
* understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life
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| **Y6** | * I can explore moral and ethical questions using examples.
* I can describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
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| **Personal Skills** |  |
| **Y1** | * To retell and suggest meanings to some religious and moral stories.
* I have started to share my opinions and say what is important to myself and to others
* Begin to see how we can work together with others even if we have differences
 |
| **Y2** | * To be able to explain different ways of expressing identity and belonging.
* Explore questions of right and wrong and begin to express my own ideas and opinions.
* To ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.
 |
| **Y3** | * Reflect on my own values and explore what I can learn from the values of believers.
* Observe and consider different dimensions of religion, so that I can explore and show understanding of

similarities and differences between different religions and worldviews |
| **Y4** | * Be able to give thoughtful responses using different forms of expression.
* I can discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.
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| **Y5** | * I can develop insight and start to analyse the impact of diversity within a community.
* can discuss my own and other’s spiritual experiences and find connections between communities
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| **Y6** | * I can explore and make personal informed responses to ultimate questions.
* I can discuss issues about community cohesion and demonstrate understanding of different views
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