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| **Field of Enquiry** | **Beliefs and Values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |
| **Knowing about and understanding religions and world views** | **Expressing and communicating ideas related to religions and world views** |
| **EYFS** | * Express a point of view
* Show an interest in different ways of life
* Recognise that people have different beliefs
 | * Engage in non-fiction books
* Develop positive attitudes about the differences between people
* Understand that some places are special to some members of the community
 | * Develop their sense of responsibility and sense of a community
* See themselves as a valuable individual
 | * Ask questions
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| **Year 1: What do people say about God?** | * Give an example of a key belief and/or a religious story
* Give an example of a core value or commitment
 | * Use some religious words and phrases to recognise and name features of religious traditions
* Talk about the way that religious beliefs might influence the way a person behaves
 | * Notice and show curiosity about people and how they live their lives
 | * Ask questions
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| **Year 2: How do we respond to the things that really matter?** | * Retell and suggest meanings for religious stories and/or beliefs
* Use some religious words and phrases when talking about beliefs and values
 | * Identify and describe how religion is expressed in different ways
* Suggest the symbolic meaning of imagery and actions
 | * Identify things that influence a person’s sense of identity and belonging
 | * Ask relevant questions
* Talk about their own identity and values
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| **Year 3: Who should we follow?** | * Show awareness of similarities in religions
* Identify beliefs and values contained within a story/teaching
* Identify the impact religion has on a believer
 | * Identify how religion is expressed in different ways
* Use religious terms to describe how people might express their beliefs
 | * Describe how some people, events and sources of wisdom have influenced and inspired others
 | * In relation to matters of right and wrong, recognise their own and others’ values
* Discuss own questions and responses related to the question ‘who should we follow – and why?’
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| **Year 4: How should we live our lives?** | * Describe what a believer might learn from a religious teaching/story
* Make links between ideas about morality and sources of authority
 | * Describe the impact religion has on believers’ lives
* Explain the deeper meaning and symbolism for specific religious practices
 | * Consider the range of beliefs, values and lifestyles that exist in society
* Discuss how people make decisions about how to live their lives
 | * Reflect on their own personal sources of wisdom and authority
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| **Year 5: Where can we find guidance about how to live****our lives?** | * Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
* Explain the impact of beliefs and values – including reasons for diversity
 | * Explain differing forms of expression and why these might be used
* Describe diversity of religious practices and lifestyle within the religious tradition
* Interpret the deeper meaning of symbolism – contained in stories, images and actions
 | * Explain (with appropriate examples) where people might seek wisdom and guidance
* Consider the role of rules and guidance in uniting communities
 | * Discuss and debate the sources of guidance available to them
* Consider the value of differing sources of guidance
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| **Year 6: Is life like a****journey?** | * Analyse beliefs, teachings and values and how they are linked
* Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
* Explain the impact of beliefs, values and practices – including differences between and within religious traditions
 | * Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
* Explain differing ideas about religious expression
 | * Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
* Discuss how people change during the journey of life
 | * Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
* Develop own views and ideas in response to learning
* Demonstrate increasing self- awareness in their own personal development
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