

Religious Education Learning Journey – KS1

GD

- Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them
- Can observe and recount how Christians celebrate the birth of a baby with key vocabulary and appreciate some similarities and differences between different communities.
- Express that Christians identify baptism as entering a wider Christian family.
- Make detailed comparisons of themes across different communities.
- Make comparisons with birth of a baby across religions and communities.

- retell religious stories and identify some religious beliefs and teachings, comparing Christianity and Islam
- identify some religious practices, and know that some are characteristic of more than one religion
- suggest meanings in religious symbols, language and stories

- retell religious, spiritual and moral stories
- identify how religion and belief is expressed in different ways
- identify similarities and differences in features of religions and beliefs
- recognise that some questions about life are difficult to answer
- ask questions about their own and others' feelings and experiences
- identify possible meanings for symbols and other forms of religious expression
- describe stories about the Prophet about how

- recall features of religious, spiritual and moral stories and other forms of religious expression
- recognise and name features of religions and beliefs
- identify what they find interesting and puzzling in life
- recognise symbols and other forms of religious expression

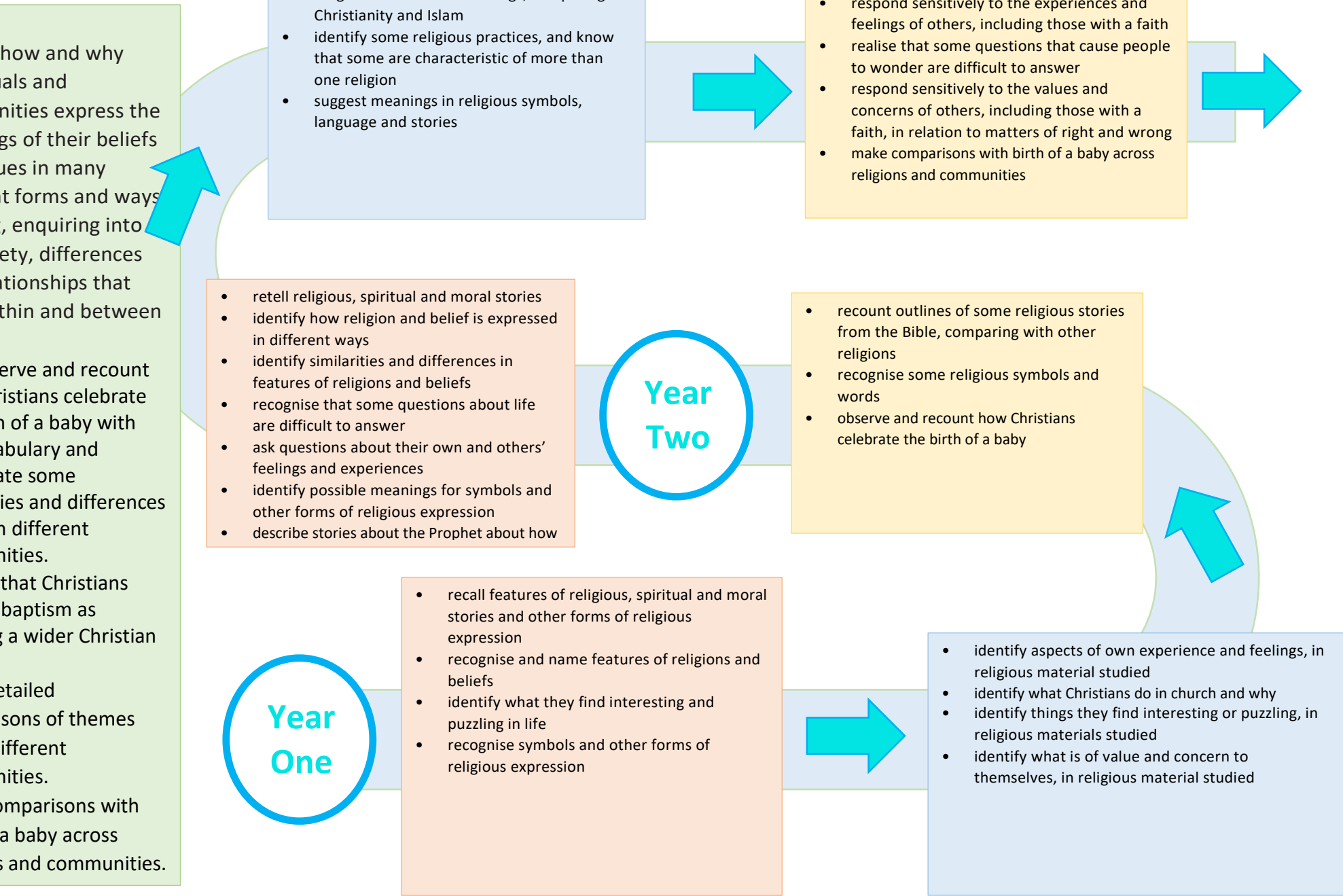
- respond sensitively to the experiences and feelings of others, including those with a faith
- realise that some questions that cause people to wonder are difficult to answer
- respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
- make comparisons with birth of a baby across religions and communities

- recount outlines of some religious stories from the Bible, comparing with other religions
- recognise some religious symbols and words
- observe and recount how Christians celebrate the birth of a baby

- identify aspects of own experience and feelings, in religious material studied
- identify what Christians do in church and why
- identify things they find interesting or puzzling, in religious materials studied
- identify what is of value and concern to themselves, in religious material studied

Year
Two

Year
One



Religious Education Learning Journey – Lower KS2

GD

- To be able to express their own response than shows their understanding of the values and beliefs of each festival studied.
- To be able to compare and contrast their own beliefs to different Christian beliefs.
- To be able to apply ideas about what really matters for themselves, including ideas about forgiveness, honesty and consequence.
- To be able to explore and explain the symbolism behind Jewish practise at Passover.
- Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;

- describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions
- show understanding of the ways of belonging to religions and what these involve
- show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language
- to identify the qualities they admire in their heroes/role models and to explain why they admire them and how this may influence their own lives

- comment on connections between questions, beliefs, values and practices
- describe the impact of beliefs and practices on individuals, groups and communities
- describe similarities and differences within and between religions and beliefs
- Gather, select and organise ideas about religion and belief
- Suggest answers to some questions raised by the study of religions and beliefs
- to recognise similarities and differences between stories in the Torah and in other religions

Year Three

- beliefs, stories and practices
- identify the impacts of beliefs and practices on people's lives
- identify similarities and differences between religions and beliefs
- show understanding of Jesus' teaching and events in Jesus' life.
- investigate and connect features of religions and beliefs
- ask significant questions about religions and beliefs
- describe and suggest meanings for symbols and other forms of religious expression

Year Four

- ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers
- ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied
- ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
- explain how some forms of religious expression are used differently by individuals and communities
- to explore and explain the symbolism behind Jewish practise at Passover

- compare aspects of their own experiences and those of others, identifying what influences their lives
- compare their own and other people's ideas about questions that are difficult to answer
- make links between values and commitments, including religious ones, and their own attitudes or behaviour

- describe some religious beliefs and teachings of religions studied, and their importance
- identify similarities and differences in the way festivals are celebrated within and between religions
- make links between religious symbols, language and stories and the beliefs or ideas that underlie them

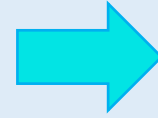


Religious Education Learning Journey – Upper KS2

GD

- Explain and interpret a range of beliefs,
- **Make links between** the story of the last supper and the Christian worship of Holy Communion.
- **Use investigational skills** in order to be able to **describe and suggest reasons** why people may or may not choose to pray.
- **Recognise diversity** within religions surrounding commitment and attitudes towards prayer.
- **Create** a statement of their own ideas about life after death reflecting on ideas from at least two religions studied. Explain what has inspired and influenced them to form this view.
- **Explain the impact** of religion in people's decisions relating to getting married and their wedding ceremony.
- **Compare** wedding ceremonies from different traditions, make connections between them and describe similarities and differences.

- make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
- explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
- compare the different ways in which people of faith communities express their faith
- suggest what difference following a religion can make to life



- Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
- Consider views about what makes a good marriage.
- Express their views on some fundamental questions of identity, meaning, purpose, and morality related to Christianity and other faiths
- Ask questions about why people choose a religious or non-religious wedding



- use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
- explain how believing in life after death, e.g. heaven, paradise, moksha, might make a difference to how someone lives
- explain some of the challenges offered by the variety of religions and beliefs in the contemporary world
- explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

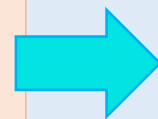
Year Six

- describe the last supper and make a link to the idea of sacrifice
- make informed responses to people's values and commitments (including religious ones) in relation to their learning
- express views on the appropriate purposes of prayer
- use different techniques to reflect deeply.



Year Five

- explain connections between questions, beliefs, values and practices in different belief systems
- recognise and explain the impact of beliefs and ultimate questions on individuals and communities
- to show understanding of the role of the Church
- suggest lines of enquiry to address questions raised by the study of religions and beliefs
- suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence



- explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities
- explain how selected features of religious life and practice make a difference to the lives of individuals and communities
- make informed responses to questions of meaning and purpose in the light of their learning
- make informed responses to questions of identity and experience in the light of their learning discuss