

STANDARDS FOR PRIMARY RELIGIOUS EDUCATION

		KNOWLEDGE & UNDERSTANDING (Learning about)				ENGAGEMENT & RESPONSE (Learning from)	
EYFS	Age 4-5	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
<i>Working Towards</i> Age Related -	BEGINNING TO RECOGNISE <i>Begin to listen to and begin to talk about</i>	40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012. Revelation – The Church – Celebration – Life in Christ <i>For those schools who do not use the Come & See Programme these statements are based on what teachers enable pupils to learn and are transferable between RE programmes.</i>				- Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events. - Begin to say what they wonder about. - Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer.	
<i>Age Related</i> =	RECOGNISE and TALK ABOUT	- Listen to and talk about religious stories and respond to what they hear with relevant comments. - Sing songs; make music and dance to express religious stories. - Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. - Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. - Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. - Begin to read and understand simple sentences from scripture or from their own religious stories. - Share religious stories they have heard and read with others. - Begin to write simple sentences about religious stories using phrases or words which can be read by themselves and others. - Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. - Begin to write simple sentences about religious stories, using phrases or words which can be read by themselves and others. - Listen, talk about and role play how people act in a particular way because of their beliefs. - Listen and talk about key figures in the history of the People of God. - Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. - Listen talk about and role play how people behave in the local, national and universal church community. - Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. - Recognise, begin to decode and talk about key religious words appropriate to their age and stage of development.				- Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. - Show sensitivity to others' needs and feelings. - Talk about how they and others show feelings. - Confidently speak in a familiar group and talk about their ideas. - Express themselves effectively, showing awareness of listeners' needs. - Give their attention to what others say and respond appropriately. - Talk about their own and others' behaviour and its consequences. - Talk about past and present events in their own lives and in the lives of family members. - Know that other children don't always enjoy and share the same feelings and are sensitive to this. - Begin to say what they wonder about - Begin to ask wondering questions about all areas of study. - Begin to talk about their own feelings, experiences and the things that matter to them. - Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.	
<i>Working Above</i> Age Related	RECOGNISE and begin to RETELL	- Recognise religious stories. - Begin to retell, in any form, a narrative that corresponds to the scripture source used.				- Say what they wonder about. - Ask wondering questions about Religious stories and	

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+		• <i>Begin to recognise religious beliefs.</i> • <i>Recognise that people act in a particular way because of their beliefs.</i> • <i>Recognise key people in the local, national and universal Church.</i> • <i>Begin to recognise key figures in the history of the people of God.</i> • <i>Recognise and begin to use key religious words and phrases.</i>				Scripture sources. • <i>Begin to recognise that some questions are difficult to answer.</i> • <i>Talk about their own feelings, experiences and the things that matter to them.</i>	
		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)	
Yr 1	Age 5-6	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	RECOGNISE and begin to RETELL	• Recognise religious stories. • Begin to retell, in any form, a narrative that corresponds to the scripture source used. • Begin to recognise religious beliefs. • Recognise that people act in a particular way because of their beliefs. • Recognise key people in the local, national and universal Church. • Begin to recognise key figures in the history of the people of God. • Recognise and begin to use key religious words and phrases.				• Say what they wonder about. • Ask wondering questions about Religious stories and Scripture sources. • Begin to recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them.	
Age Related =	RETELL with some accuracy	• Retell a religious story in any form, identifying people, place and begin to sequence. • Retell, in any form, a narrative that corresponds to the scripture source used. • Retell what they know about people in the local, national and universal church. • Retell what they know about key figures in the history of the people of God. • Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. • Use some given religious words and phrases, in context.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others’ feelings, experiences and things that matter to them.	
Working Above Age related +	Begin to / DESCRIBE	• Begin to describe how people act in a particular way because of their beliefs. • Begin to describe some of the actions and choices of believers that arise because of their beliefs. • Begin to describe the life and work of some key figures in the history of the People of God. • Begin to describe different roles of some people in the local, national and universal Church. • Begin to describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. • Begin to describe key characters and events (in correct sequence), in stories from scripture that have been simplified. • Use religious words and phrases, in context, with some accuracy.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others’ feelings, experiences and things that matter to them.	

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		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS & EVALUATION				
Yr 2	Age 6-7	Developing knowledge & Understanding	Making Links and Connections	Historical Development	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	RETELL with some accuracy	• Retell a religious story in any form, identifying people, place and begin to sequence. • Retell, in any form, a narrative that corresponds to the scripture source used. • Retell what they know about people in the local, national and universal church. • Retell what they know about key figures in the history of the people of God. • Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism. • Use some given religious words and phrases, in context.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask questions about their own and others’ feelings, experiences and things that matter to them.						
Age Related =	DESCRIBE with some accuracy	• Describe, with some accuracy, how people act in a particular way because of their beliefs. • Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs. • Describe, with some accuracy, the life and work of some key figures in the history of the People of God. • Describe, with some accuracy, different roles of some people in the local, national and universal Church. • Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism. • Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified. • Use religious words and phrases, in context, with some accuracy.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them.						
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	• Describe key characters and places in a religious story beginning to give reasons for their actions. • Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions. • Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to		• Begin to express a point of view or a preference.				

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		• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, beginning to give reasons for these. • Use religious words and phrases, in context, with accuracy.	• answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.									
		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 3	Age 7-8	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and begin to GIVE REASONS	• Retell and describe a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe key characters and places in a religious story beginning to give reasons for their actions. • Describe the life and work of some key figures in the history of the People of God beginning to give reasons for their actions. • Describe different roles of some people in the local, national and universal Church beginning to give reasons for their actions. • Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and begin to give reasons for these. • Use religious words and phrases, in context, with accuracy.				• Say what they wonder about. • Ask wondering questions about all areas of study. • Recognise that some questions are difficult to answer. • Talk about their own feelings, experiences and the things that matter to them. • Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.		• Begin to express a point of view or a preference.				
Age Related =	DESCRIBE and GIVE REASONS	• Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. • Describe with some detail and accuracy ○ a range of religious beliefs and give reasons for these ○ the life and work of key figures in the				• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.		• Begin to express a point of view or a preference. • Begin to use sources provided (artefacts, religious books, symbols) as evidence.				

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		history of the people of God giving reasons for their actions. ○ the different roles of people in the local, national and universal Church giving reasons for their actions. ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these. ○ those actions of believers which arise as a consequence of their beliefs, giving reasons for these. ● Use a wider range of religious vocabulary with some accuracy										
Working above Age related +	MAKE LINKS & CONNECTIONS	● Make links between ○ Beliefs & sources, giving reasons for beliefs ○ Beliefs & worship, giving reasons for actions and symbols ○ Beliefs & life, giving reasons for actions and choices	● Make links to show how feelings and beliefs affect their behaviour and that of others.	● Express a point of view or preference ● Begin to make links to sources to support a point of view.								
		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 4	Age 8-9	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working towards Age Related -	DESCRIBE and GIVE REASONS	● Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used. ● Describe with some detail and accuracy: ○ a range of religious beliefs and give reasons for these ○ the life and work of key figures in the history of the people of God giving reasons for their actions. ○ the different roles of people in the local, national and universal Church giving reasons for their actions. ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.				● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.	● Begin to express a point of view or a preference. ● Begin to use sources provided (artefacts, religious books, symbols) as evidence.					

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		○ those actions of believers which arise as a consequence of their beliefs, giving reasons for these. ● Use a range of religious vocabulary with some accuracy		
Age Related =	DESCRIBE and MAKE LINKS & CONNECTIONS	● Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. ● Describe with increasing detail and accuracy: ○ a range of religious beliefs and where possible make links and connections. ○ the life and work of key figures in the history of the people of God making links and connections between them where possible. ○ the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. ○ those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. ● Make links between: ○ beliefs & sources, giving reasons for beliefs ○ beliefs & worship, giving reasons for actions and symbols ○ beliefs & life, giving reasons for actions and choices ● Use a range of religious vocabulary with accuracy	● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose ● Make links to show how feelings and beliefs affect their behaviour and that of others	● Use a given source to support a point of view ● Express a point of view ● Express a preference
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	● Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. ● Show knowledge and understanding of, by making links between: ○ beliefs & sources ○ beliefs & worship ○ beliefs & life	● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose	● Use more than one source to support a point of view. ● Express a point of view and begin to give reasons for it. ● Begin to arrive at judgements. ● Begin to recognise difference, comparing and contrasting different points of view.

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		Use a range of religious vocabulary more widely and accurately										
		KNOWLEDGE & UNDERSTANDING <i>(Learning About)</i>				ENGAGEMENT & RESPONSE <i>(learning from)</i>		ANALYSIS AND EVALUATION				
Yr 5	Age 9-10	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	DESCRIBE and MAKE LINKS & CONNECTIONS	Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used. Describe with increasing detail and accuracy: - a range of religious beliefs and where possible make links and connections. - the life and work of key figures in the history of the people of God making links and connections between them where possible. - the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible. - religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible. - those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible. Make links between: - beliefs & sources, giving reasons for beliefs - beliefs & worship, giving reasons for actions and symbols - beliefs & life, giving reasons for actions and choices - Use a range of religious vocabulary with accuracy				- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose - Make links to show how feelings and beliefs affect their behaviour and that of others		- Use a given source to support a point of view - Express a point of view - Express a preference				
Age Related =	SHOW KNOWLEDGE and UNDERSTANDING	Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. Show knowledge and understanding of, by making links between:				Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose		- Use more than one source to support a point of view. - Express a point of view and begin to give reasons for it. - Begin to arrive at judgements. - Begin to recognise difference, comparing and contrasting different points of view.				

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		○ beliefs & sources; beliefs & worship; beliefs & life ● Use a range of religious vocabulary more widely and accurately										
Working Above Age related +	SHOW KNOWLEDGE and UNDERSTANDING	● Show knowledge and understanding of: ○ a range of religious beliefs ○ a range of scripture ○ the life and work of key figures in the history of the People of God ○ what it means to belong to a church community ○ religious symbols and the steps involved in religious actions and worship those actions of believers which arise as a consequence of their beliefs ○ Show knowledge and understanding, providing detail and links between: ○ beliefs & sources; beliefs & worship; beliefs & life ● Use a range of religious vocabulary widely, accurately and appropriately	● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose ● Show an understanding of how own and other's decisions are informed by beliefs and moral values	● Use sources to support a point of view ● Express a point of view and give reasons for it ● Arrive at judgements ● Recognise difference, comparing and contrasting different points of view.								
		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 6	Age 10-11	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	SHOW KNOWLEDGE and UNDERSTANDING	● Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used. ● Show knowledge and understanding of, by making links between: ○ beliefs & sources; beliefs & worship; beliefs & life ● Use a range of religious vocabulary more widely and accurately	● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose	● Use more than one source to support a point of view. ● Express a point of view and begin to give reasons for it. ● Begin to arrive at judgements. ● Begin to recognise difference, comparing and contrasting different points of view.								
Age Related =	SHOW increasing KNOWLEDGE and UNDERSTANDING	● Show increasing knowledge and understanding of: ○ a range of religious beliefs ○ a range of scripture ○ the life and work of key figures in the history of the People of God	● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of	● Use sources to support a point of view ● Express a point of view and give reasons for it ● Arrive at judgements ● Recognise difference, comparing and contrasting different points of view.								

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		○ what it means to belong to a church community ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments ● Show increasing knowledge and understanding, providing detail and links between: ○ beliefs & sources; beliefs & worship; beliefs & life ● Use a range of religious vocabulary widely, accurately and appropriately	meaning and purpose ● Show an understanding of how own and other's decisions are informed by beliefs and moral values	
Working Above Age related +	EXPLAIN using evidence	○ Explain the meaning and purpose of a range of scripture passages. ○ Explain using multiple sources as evidence, at least two of the following: ○ a range of religious beliefs ○ the life and work of key figures in the history of the People of God ○ what it means to belong to a church community ○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments ○ Explain by providing detail the links between: ○ beliefs & sources; beliefs & worship; beliefs & life ○ Use a developing religious vocabulary widely, accurately and appropriately	● Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose ● Show an understanding of how own and other's decisions are informed by beliefs and moral values	● Use sources to support a point of view ● Debate a point of view showing an awareness of different views ● Arrive at judgements and begin to provide evidence ● Recognise difference; divergent views and practices within and between religions