

Subject: RE

	Communicate	Apply	Enquire	Contextualise	Evaluate
Early Years (Reliant on the development of Communication and Language.)	Can join in with family customs and routines. Can talk about past and present events in their own lives and family member's lives. Children share their feelings and talk about why they respond to experiences in particular ways.	Understand that not everyone enjoys the same things as them and are sensitive to this. They know similarities and differences between themselves and others/ among families, communities and traditions. They can make links between key beliefs/traditions studied and their own lives.	They have visitors and explore concepts that are common to their lives.	They understand different people have different beliefs, attitudes, customs and traditions and why it is important They can recognise that different traditions/ beliefs can be celebrated / recognised in different ways and respect this.	They know some reasons why people's lives are different.
Year 1	Key skill: Children can talk about their own responses to their experiences of the concept explored. Eg – concept of authority. Share their feelings about this experience.	Key skill: They can identify how their responses relate to events in their own lives. Eg light and Christmas.	Key skill: They can identify and talk about familiar key concepts explored that are common to all people (Group A concepts) – eg Christmas / Easter.	Key skill: They can recognise the ways in which the concept is expressed in the way of life of people studied.	Key skill: They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life.
Year 2	Key skill: When prompted, children can describe in simple terms, using relevant vocabulary (and using a scaffold) their responses to their experiences of the concept explored. Share their feelings about this experience and begin to recognise those of others.	Key skill: They can identify simple examples of how their responses relate to their own lives and those of others. They recognise similarities and differences between their own responses and others.	Key skill: They can describe in simple terms using key vocabulary, key concepts explored that are common to all people (Group A concepts) and identify and talk about concepts that are common to many religions (Group B concepts)	Key skill: They can simply describe (using a scaffold) the ways in which these concepts are expressed in the way of life of people studied.	Key skill: They can evaluate human experience of the concepts studied by describing in simple terms their value to people who are religious through discussion with others.
Year 3	Key skill: With increasing independence, children can describe their own response with increasing specific	Key skill: They can describe examples of how their ideas relate and impact on others.	Key skill: They can describe key concepts which apply to all people and some related to people living	Key skill: They can describe the ways in which concepts are contextualised within some of the beliefs and/or	Key skill: They can evaluate human experience of the concept studied describing the value to

	<p>vocabulary to their experience based on a concept studied. They can give some examples when prompted of their experiences.</p> <p>Share their feelings and support with an example and recognise that others may feel differently.</p>		<p>religious lives (Group A and B concepts)</p>	<p>practices and/or ways of life of people living a religious life in the religion studied.</p>	<p>people through dialogue and identify and describe another viewpoint.</p>
Year 4	<p>Key skill: With increasing independence, children can describe using topic specific vocabulary their own responses to the human experience of the concept studied. They can give some examples when prompted, to their own experience. Share their feelings and support with an example and recognise that others may feel differently.</p>	<p>Key skill: They can describe examples of how their ideas and opinions relate and impact on their own lives and the lives of others</p>	<p>Key skill: They can describe key concepts that are common to all people as well as those that are common to the lives of those living a religious life (Group A and B concepts)</p>	<p>Key skill: They can describe how these concepts are contextualised within some of the beliefs / practices / ways of life of people living a religious life within the religion studied.</p>	<p>Key skill: They can evaluate human experience of the concepts by describing their value to people and through talking with others, can recognise, identify and describe another viewpoint.</p>
Year 5	<p>Key skill: Children can confidently explain their own experience using specific vocabulary in response to concepts explored. Share their feelings and justify these, using examples and relating it to their own experiences. Begin to empathise with others and why they may feel differently.</p>	<p>Key skill: They can explain examples of concepts and how they can relate and impact on the life of others.</p>	<p>Key skill: They can explain key concepts that are common to all people as well as those that are common to the lives of those living a religious life (Group A and B concepts. They can also begin to describe some concepts related to a specific religious study – Concept C)</p>	<p>Key skill: They can explain in more depth with increasing detail how these concepts are contextualised within the beliefs / practices / ways of life of people living in a religious life within the religions studied. They can begin to make comparisons between these practices and their own experiences.</p>	<p>Key skill: They can evaluate the concepts by explaining their value to people living a religious life through discussion and can recognise, identify and describe an alternative viewpoint.</p>

Year 6	<p>Key skill: Children and young people can explain their own response confidently and independently to the human experience of the concepts explored. They can give a range of examples of their own experiences. Share their feelings and justify these, using examples and relating it to their own experiences. Empathise with others and why they may feel differently.</p>	<p>Key skill: They can explain in detail examples of how their ideas relate and impact on their own lives and the lives of others.</p>	<p>Key skill: They can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B Concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts)</p>	<p>Key skill: They can explain in more detail how these concepts are contextualised within the beliefs / practices / ways of life of people living a religious life in the religions studied. They can make comparisons between these practices and their own experiences.</p>	<p>Key skill: They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Discussion with other children will enable them to identify and describe, in an increasingly complex way an alternative viewpoint.</p>
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British Values	SMSC	Core Values
<p><u>Democracy.</u> Particularly in KS2, children have the opportunity to look at how different religions are governed and make comparisons between this and their own experiences of democracy.</p>	<p><u>Social</u> <i>understanding how communities and societies function; develop personal qualities and using social skills (showing respect during discussion for the opinions and belief systems of others)</i> Opportunities to work collaboratively, developing skills of turn taking, sharing, compromise. Opportunities for debate where children build on ideas of others or argue against them constructively. Children explore social traditions within a range of religions and faiths.</p>	<p><u>Respect</u> Respect is at the heart of our RE teaching as we teach children to develop a mutual respect and open mind to the faith and beliefs of others. We teach respect of culture, life style and belief. The children also demonstrate respect to themselves and to their peers through discussion throughout the teaching.</p>
<p><u>The rule of law.</u> Through RE lessons, children explore how different faiths follow different rules and different holy books. They make comparisons between these, noting similarities and differences.</p>	<p><u>Moral</u> <i>Develop and express personal views or values (through discussion, in response to different concepts)</i> Children use debate to discuss and present different viewpoints and consider the moral implications of these. Children explore how morals differ in different faiths, and which are similar throughout all religions.</p>	<p><u>Kindness</u> The children show kindness and compassion towards others, particularly in the “Communicate” phase which focuses on the sharing of children’s own experience. Children are given a safe space in which to talk, where they are met with kindness from their peers.</p>

<p><u>Individual liberty.</u> The children explore freedom of speech, freedom of movement and freedom of choice within the concept and religion studied.</p>	<p><u>Cultural</u> <i>preparing for life in modern Britain (through learning about different cultures); exploring, understanding and respecting diversity; understand and appreciate personal influences; participate and respond to cultural activities</i> There is a large focus on the practices of people living a religious life and making comparisons between these and children’s own experiences. We explore similarities and differences in culture from Year R – Year 6.</p>	<p><u>Resilience</u> The RE curriculum can challenge children’s own thoughts, ideas and beliefs and push them to think about things differently. Here, children show resilience when adjusting their thoughts or reviewing their ideas.</p>
<p><u>Mutual respect.</u> This is at the heart of our RE teaching. The children show mutual respect towards their peers, within a safe space where they are able to share their own personal ideas, beliefs and experiences. They also show respect towards other religions and faiths.</p>	<p><u>Spiritual</u> <i>Developing personal values and beliefs (through discussions and learning about different cultures); experience awe and wonder (experienced when visiting different places of worship, exploring different artefacts etc); explore the values and beliefs of others; understand human feelings and</i> We focus on the religious elements of spiritual development as well as exploring the non-religious side of spiritual development. We look at how different faiths celebrate their religion as well as discussing how non-religious people recognise different key events.</p>	<p><u>Creativity</u> We consistently look for new ways to present our thoughts and ideas in RE and we often find links with Art. Children present their reflections through drawing, painting and sculpture. We also require the children to be creative in their approach and thinking towards different religions. Sometimes concepts require an open mind and a different approach for children to be able to fully understand or appreciate the concept.</p>
<p><u>Tolerance of those of different faiths and beliefs.</u> We teach an open mindedness and tolerance of all beliefs and faiths, particularly those different to our own. This is modelled by giving the children chance to express their own personal ideas, which are respected, so that they can replicate this when learning about the faiths and beliefs of others.</p>		