

Skill	By the end of EYFS pupils should be able to/know:	By the end of Year 2 pupils should be able to/know:	By the end of Year 4 pupils should be able to/know:	By the end of Year 6 pupils should be able to/know:
<p><b>Knowledge and Understanding of Religion</b></p>	<ul style="list-style-type: none"> <li>• Understand what it means to belong to a Church of England school.</li> <li>• Know that people may have different religious beliefs.</li> <li>• Know some stories from the Bible.</li> <li>• Know that people celebrate at different times and in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> some beliefs and features of religions studied and their importance for some people.</li> <li>• Begin to <b>show awareness</b> of similarities in religion.</li> <li>• <b>Retell</b> religious stories.</li> <li>• <b>Suggest meanings</b> for religious actions and symbols.</li> <li>• <b>Identify</b> how religion is expressed in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> some of the beliefs and features of religions studied.</li> <li>• <b>Recognise similarities and differences</b> within religions studied.</li> <li>• <b>Make links</b> between beliefs and sources including religious stories and sacred texts.</li> <li>• <b>Identify the impact</b> religion has on believers' lives.</li> <li>• <b>Describe</b> some forms of religious expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an <b>understanding</b> of some of the beliefs and features of religion through the RE concepts and <b>make some links</b> between them.</li> <li>• <b>Describe some similarities and differences</b> both within and between religions.</li> <li>• <b>Describe the impact</b> of religions on people's lives.</li> <li>• <b>Suggest meanings</b> for range of forms of religious expression.</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• Form an opinion and with support identify reasons for their opinion.</li> <li>• <b>Talk about</b> what they find interesting or puzzling.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their views and give <b>simple reasons</b> to support these.</li> <li>• <b>Recognise</b> that some questions cause people to wonder and are difficult to answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their views and support them using a <b>plausible reason or reasons</b>.</li> <li>• Show an awareness of other people's views.</li> <li>• <b>Ask important questions</b> about religion and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own views using <b>sound reasons</b>.</li> <li>• Show an understanding of differing views.</li> <li>• Give reasons to support an opposing view.</li> </ul>
<p><b>Personal Reflection</b></p>	<ul style="list-style-type: none"> <li>• Know some people feel differently.</li> <li>• Begin to understand their own feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own feelings, ideas and values.</li> <li>• Be aware of the experiences and feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own feelings, ideas, feelings and values.</li> <li>• Appreciate that not all people think, feel and believe the same.</li> <li>• <b>Reflect on</b> what influences them, <b>making links</b> between aspects of their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their own beliefs, ideas, feelings and values.</li> <li>• Develop empathy for people with differing beliefs and experiences.</li> </ul>