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| **Skills** | |
| **Year 1** | Express, investigate and respond. |
| **Year 2** | Enquire and interpret. |
| **Year 3** | Analyse and evaluate. |
| **Year 4** | Reflect. |
| **Year 5** | Synthesize and apply. |
| **Year 6** | Make reasoned judgements and empathise |

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| **Talk – including questions and answers** | |
| **Year 1** | Beginning to ask simple questions when they are unsure. Can answer questions verbally. |
| **Year 2** | Can ask clarification questions to lead a conversation, using occasional technical words. Can accurately answer most simple questions related to religion or worldviews |
| **Year 3** | Can ask questions to develop understanding, i.e. framing questions in an enquiry context. Generally able to answer questions by speculating related to religion or worldviews. |
| **Year 4** | Can ask ‘why’ questions to develop understanding of people’s values and worldviews.  Able to answer questions by drawing on others’ views on religion or worldviews, i.e. to move a discussion forward. |
| **Year 5** | Can ask challenging questions, e.g. significance and bias.  Show some purposeful selection about what information they wish to include in responses. |
| **Year 6** | Can ask hypothetical questions.  Can make purposeful decisions about information to include when forming responses to questions.  Respond sensitively to others in a discussion, i.e. when a friend becomes uncomfortable. |

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| **Comparison** | |
| **Year 1** | Spot simple differences within an RE context, eg two pictures of different baptism ceremonies. |
| **Year 2** | Spot differences and start to see similarities in pictures and symbols, and verbally in stories. |
| **Year 3** | Compare text and imagery from religious contexts, and start to compare aspects of language. |
| **Year 4** | Make comparisons about a range of religious aspects. |
| **Year 5** | Make purposeful selections to inform their comparisons, eg key beliefs, teachings and practices. |
| **Year 6** | Make purposeful selections and explain their significance, to inform comparisons. |

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| **Interpret** | |
| **Year 1** | Recognise symbols and other forms of religious expression. |
| **Year 2** | Identify possible meanings for symbols and other forms of religious expression. |
| **Year 3** | Describe and suggest meanings for symbols and other forms of religious expression. |
| **Year 4** | Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. |
| **Year 5** | Interpret religions and beliefs from different perspectives. |
| **Year 6** | Interpret the significance and impact of different forms of religious and spiritual expression. |

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| **Evaluate** | |
| **Year 1** | Make simple comments about religious stories and ideas. Start to see the moral of a story. |
| **Year 2** | Make specific comments about religious stories and ideas, including explaining their own views Start to record their views e.g. using drawings and simple sentences |
| **Year 3** | Make specific comments about religion, recording their views with some technical vocabulary, and linking back to their original enquiry question.  Explain the moral of a story |
| **Year 4** | Make specific comments about religion, recording their views in a range of ways, with technical vocabulary, and linking back to their original enquiry question.  Explain the way that a moral influences a religion and its practice. |
| **Year 5** | Reflect on other people’s views, eg summarising and contrasting them. Use evidence to justify their views.  Explain how a religious moral might apply to our own lives. |
| **Year 6** | Reflect sensitively to other people’s views, starting to recognise and cope with controversial and even offensive material. Explain how morals have been interpreted to justify controversial attitudes and practices. |

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| **Vocabulary** | |
| **Year 1** | Research non-fiction artefact effect, equal to, larger, smaller, most, least, share and group. |
| **Year 2** | Document, compare, rank, order, value,experience, imagination, represents, similarity, difference and stands for. |
| **Year 3** | Organise, introduce, theme, theory, version, opinion, purpose,function, aspect, primary/secondary source, infer, clarify, interpret and equivalent. |
| **Year 4** | Prosper, heritage, typical, unique, characteristic, assume, reliability, alternative, critique, summarise, contrast, impact, develop and unique. |
| **Year 5** | Impact, crucial, pivotal, rigorous, verify and inform. |
| **Year 6** | Attribute, robust, authentic, plausible, appropriate, analyse, corroborate, prejudice and bias |

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| **Doctrines** | |
| **Year 1** | Tradition religious holy faith object (i.e. from sci) Priest, festival, temple, worship, service, wedding angel, prayer and amen. |
| **Year 2** | Convert, martyr, eternal, ceremony, hymn, marriage, funeral, sacrifice and fast truth. |
| **Year 3** | Supreme, myth/legend, denomination, agnostic, atheist, atone, confess, ritual, symbol, community, culture, shrine, relic, chant, alms and charity. |
| **Year 4** | Structure, principal, conventional,polytheistic, monotheistic, sacred, secular, somber, spiritual, pulpit and sanctuary. |
| **Year 5** | Complex, perspective, Orthodox, heterodox, conservative, progressive, liberal, blasphemy, heresy, sect, cult, dogma, and evangelical. |
| **Year 6** | Deity, theology hierarchy, doctrine, stance, controversy, concept, fanatical extremist, fundamentalist and crusade. |