



## **Religious Education (RE) Policy**



**September 2024**

## Statutory Guidance

Since 1944, all schools have been required to teach Religious Education (RE) to all learners, with the exception of those who have been opted out by a parent or carer or those who are over 18 and have chosen to opt out themselves. Coverage of an appropriate RE curriculum is essential to providing a broad and balanced curriculum to all learners (including those in post 16 education) and special schools should adhere to this in so far as is 'reasonably practicable'.

RE is not a National Curriculum subject, and the content of RE coverage is determined locally by the Standing Advisory Council for Religious Education (SACRE). Local authority schools with no designated religious charter such as Cann Bridge must follow this SACRE agreed syllabus. These agreed syllabuses are updated every five years, with the current syllabus running from 2024 to 2029.

The SACRE agreed syllabus for Plymouth is written to reflect the fact that religious traditions in Great Britain are mainly Christian, but also considers other religious practices represented in Great Britain.

"The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs."

(SACRE agreed syllabus for Plymouth 2024-2029)

Schools must give appropriate time for the teaching of RE to ensure that the content of the agreed syllabus is covered. It is essential that formal RE differs from collective worship, is taught in clearly identifiable lessons and is laid out in a cohesive and progressive manner.

### Right to opt out of RE and Collective Worship

By law, parents/carers of all learners have the right to withdraw their child from all or part of religious education or collective worship. Once a request to withdraw has been made, this will remain in place until the school are informed that the request has been explicitly withdrawn. In addition, learners over the age of 18 have the right to withdraw themselves from RE.

*The opt out letter for RE and collective worship can be found in **Appendix 1**.*

Should parents/carers wish to opt their learner out of religious education, it is on the premise that they will provide their own religious education. This provision becomes the responsibility of the parent/carers to provide and not that of Cann Bridge School.

Parents/carers do not have to provide a reason for withdrawing their learner from all or part of RE or collective worship.

If a learner is withdrawn from RE or collective worship, Cann Bridge School has a duty to ensure that the learner is appropriately supervised but does not have to provide additional teaching to the learner. Learners may be taken to a different area of the school where possible, but may (if necessary) remain in the same classroom as the teaching of RE, but not be engaged in the session.

Cann Bridge School has the right to refuse a request for the learner to access additional national curriculum subjects during the time given for RE and collective worship as these subjects have already had curriculum time allocated.

Teachers also have the right to opt out of the teaching of RE, excluding those who were directly employed to teach or lead religious education.

Should a teacher wish to withdraw from teaching RE, a letter of request must be submitted to the Headteacher and the Chair of Governors.

Should a teacher choose to withdraw from the teaching of RE, the school must still make provisions to ensure all learners have access to their entitled provision of RE.

## **Statement of Intent**

The principle aim of RE (from the agreed syllabus for Plymouth 2024-2029) is “to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.” (SACRE agreed syllabus for Plymouth 2024-2029)

This principle is at the forefront of all curriculum development within RE and the aim at Cann Bridge School is to provide a robust and in depth programme of learning which allows for learners to:

- Make sense of beliefs
  - Learners will identify and make sense of core religious and non-religious world beliefs and concepts
  - Learners will understand what these beliefs mean within their traditions
  - Learners will understand how and why sources of authority are used and expressed and interpreted in different ways
- Make connections
  - Learners will evaluate and reflect on the beliefs studied.
  - Learners will make connections between the content studied and their own lives
  - Learners will begin to challenge the ideas studied and talk about their own beliefs
- Understand the impact
  - Learners will explore how people express their beliefs in different ways
  - Learners will understand how people put their beliefs into action in their everyday lives and within their communities
  - Learners will appreciate and respect different ways of life and ways of expressing meaning

The RE curriculum has been designed to ensure it:

- makes sense to all learners
- focusses on key concepts
- gives learners access to a diverse range of religions and world views
- enables learners to have sufficient repetition to embed concepts to long term memory
- allows for the learner’s own beliefs and world views
- encourages learners’ professional development by applying their learning to everyday life

## **Implementation**

All learners following a subject specific pathway at Cann Bridge School (Key Stage 1 to Key Stage 5) will access one taught RE session per week for the entire school year. In addition, learners will have weekly collective worship as laid out in the Collective Worship Policy. Learners will also experience a range of religious festivals and traditions across the academic year. In EYFS, RE is threaded through

continuous provision and delivered through short targeted attention activities through Understand the World.

The planning of all taught RE sessions is in line with the 5 Keys to RE planning model as advised by the SACRE agreed syllabus for Plymouth for teaching RE to learners with SEND. An example planning grid can be found in **Appendix 2**.

Cann Bridge School has adopted the NATRE (National Association of Teachers of Religious Education) scheme of work, which is fully aligned to the agreed syllabus for primary schools in Plymouth. This is adapted to ensure it is appropriate to the individual needs of the learners within the school.

### **Key concepts/themes**

Learners at Cann Bridge school will access a curriculum which is largely Christian in nature, but will also incorporate other religious and non-religious world views.

Religions covered are: Christianity, Islam, Judaism, Hinduism and Humanism.

### **Equal opportunities**

As laid out in the SACRE agreed syllabus for Plymouth, all learners have the right to high quality teaching of Religious Education throughout their time in school. It is essential that all teaching and learning in RE is accessible to the learning needs of each learner and our curriculum is modified to support this.

The agreed syllabus for Plymouth suggests that RE for learners with SLD should be taught in a multi-sensory way where RE supports the learner's social development through stories, music, shared experience and ritual as well as developing understanding of their relationships and the needs of others.

The SACRE agreed syllabus advises that learners are not taught to a deficit model of RE, and that they should access the material for the relevant Key Stage in so far as is 'reasonably practicable'. At Cann Bridge School, the intention is to ensure our approach to RE is not tokenistic in nature, but allows for repetition of subject areas to deepen the understanding of our learners at a pace appropriate to them. To ensure our learners have access to learning that is appropriate to their stage of cognitive development, we will currently access learning from the primary curriculum for all learners from EYFS to Key Stage 5, as shown in the provision overview. It is highlighted in the SACRE agreed syllabus that depth of understanding should take precedence over breadth, so current focus is ensuring that learners have depth of understanding in the areas covered.

This is subject to ongoing monitoring and yearly review, and will be modified this in line with the guidance of the SACRE agreed syllabus for Plymouth and in line with learner progress data taken from BSquared across the year.

### **Provision Overview**

A rolling programme for RE has been added to the school's long-term plan, with unit guides linking to the relevant section of the SACRE agreed syllabus for Plymouth. This can be found in **Appendix 3**.

Planning for each lesson will follow the 5 Keys to RE planning model.

## **EYFS**

Religious education is statutory for all school aged pupils, including those in the EYFS. The teaching of RE within the EYFS is covered within the areas of Personal, Social and Emotional Development (PSED) and Understanding the World (UtW).

Within the EYFS, learners will be supported through planned and guided taught sessions alongside continuous provision within an enabling environment to develop a positive sense of self and others. Learners will begin to develop positive and respectful relationships and will have the opportunity to explore and develop their moral and cultural awareness.

Within the EYFS, learners will experience Christianity and will encounter other religious and non-religious worldviews including Hinduism, Judaism and Islam.

RE within the EYFS will be delivered mainly through focused continuous provision activities, with direct teaching being delivered through attention activities and through stories.

## **Key Stage 1 and 2**

Learners in Key Stage 1 and 2 will access both the EYFS and Key Stage 1 units of work across the year. They will experience one taught session of RE each week, which will be supplemented by high quality continuous provision and observation of religious festivals.

Within Key Stage 1 and 2, learners will experience a range of religious and non-religious world views. The specific religions to be taught are Christianity, Islam and Judaism.

Where possible, learning in Key Stage 1 and 2 will be multi-sensory, allowing for learners to hear stories and have practical experiences which are connected to their own lives and experiences. Planning of RE in Key stages 1 and 2 will follow the 5 Keys to RE planning model

In order to ensure that the RE curriculum delivered at Cann Bridge School is meaningful to all learners, those in Key Stage 2 currently continue to access the Key Stage 1 curriculum, with learners encountering Christianity, Islam, Judaism and non-religious world views. This will be delivered through one taught RE lesson per week.

The Key Stage 2 RE offer is a 2-year rolling programme, adding depth to the learning at Key Stage 1 and introducing new units of learning. This allows for repetition of complex units to support recall of information but as learners enter into the second cycle of this programme, teachers will ensure that lessons are designed to build more depth into the previously taught information, expanding knowledge and understanding and building on key skills.

The main focus within Key Stage 1 and 2 is ensuring that learners will have the opportunity to learn about the different religions, develop their social, emotional, moral and cultural understanding and to develop the key skills needed for personal development and wellbeing and community cohesion.

Through the RE provision delivered at Key Stage 1 and 2, learners will:

- Experience and show understanding of the importance of belonging to a group and the effect it can have on lives/communities/families
- Gain an understanding of the world around us
- Developing positive, caring, and responsible attitudes towards others and the world around us
- Enabling a greater understanding and appreciation of other people's needs and beliefs

- Developing an awareness of and reflect on their own spiritual and moral values in life experiences
- Experiencing stories, artefacts and celebrations related to different religions
- Experiencing collective worship that enables pupils to be part of a community and share values
- Experiencing ceremonies and rituals associated with religious beliefs

Alongside the taught curriculum, learners will experience and participate in religious festivals and celebrations across the wider school such as: harvest festival, Easter, Christmas, collective worship assemblies, visits from guest speakers and educational visits to special/sacred places.

### **Key Stage 3 and 4**

At Key Stage 3, learners will continue to access one taught RE session per week, planned and taught in line with the 5 Keys to RE planning model.

At this Stage, Learners will begin to access the units of work from the Lower Key Stage 2 programme of study within the SCARE agreed syllabus for Plymouth.

Learners will develop an understanding of religious and non-religious world views, including Christianity, Islam, Judaism, Hinduism and Humanism.

Within Key Stage 4, learners will continue to build on these units of learning, deepening their understanding of the units taught at Key Stage 3.

The main focus within Key Stage 3 and 4 is ensuring that learners will have the opportunity to deepen their understanding of different religions as well as continuing to develop their social, emotional, moral and cultural understanding and the key skills needed for personal development and wellbeing and community cohesion.

Through the RE provision delivered at Key Stage 2 and 3, learners will:

- Develop and extend their understanding of religious traditions and to appreciate the cultural differences between them in the local and global context
- Develop and extend their understanding of care and respect for others
- Develop and extend their understanding of the world around them/others
- Develop skills useful for a range of careers in adult life
- Communicate their own ideas/beliefs and have an appreciation of other people's needs and values. Recognising where we hold similar or different beliefs to others.
- Develop skills to enable learners to be part of a community and share values
- Experience ceremonies and rituals associated with religious beliefs

Learners will continue to have the opportunity to participate in religious festivals and celebrations across the wider school such as: harvest festival, Easter, Christmas, collective worship assemblies, visits from guest speakers and educational visits to special/sacred places.

### **Key Stage 5**

As they progress into Key Stage 5, Learners will begin to access material from the upper Key Stage 2 programme of study within the SACRE agreed syllabus for Plymouth.

At this point, learners will be encouraged to think critically about the content of the units taught, allowing them to explore different world views and express their own thoughts. Learners will begin to explore more complex units, encouraging critical thinking and open discussion and ethical debate.

Learners will continue to have the opportunity to participate in religious festivals and celebrations across the wider school such as: harvest festival, Easter, Christmas, collective worship assemblies, visits from guest speakers and educational visits to special/sacred places.

Through the RE provision delivered at Key Stage 5, learners will:

- Develop an understanding of their place in the living world in relation to the past and present, including their local communities.
- Develop the learner's knowledge and understanding of the natural and man-made world and its resources and explore how their actions effect the environment
- Develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Experience and appreciate the language and lifestyles of other cultures.
- Gain an understanding of charity and work alongside locally based charitable groups.
- Utilise the knowledge, understanding and skills gained to enhance their lives as adults.
- Develop moral and spiritual awareness.
- Develop skills for critical thinking identify their own thoughts and beliefs

### **Progression Document**

The rolling programme for RE has been devised in a manner that ensures learners are building upon prior skills and knowledge in line with the SACRE agreed syllabus for Plymouth.

Medium term plans for each subject are created by the Health and Wellbeing Curriculum Lead to ensure full delivery of the subject in line with the long-term plan before teachers complete short term planning in line with learner outcomes and next steps taken from BSquared.

Progression for each learner is individual. To support relevant next steps in learning, progression guidance for EYFS is taken from the Development Matters in The Early Years non-statutory guidance and from the SACRE agreed Syllabus for Plymouth, alongside relevant next steps in learning identified through BSquared.

Progression of skills for RE can be found in **Appendix 4**.

### **Community involvement**

Where appropriate, Cann Bridge School is committed to extending the understanding of learners by inviting guest speakers into the school and by organizing educational visits to different faith groups and areas of worship.

These will be arranged in line with the Educational Visits Policy and subject to the school's Child Protection & Safeguarding policy.

### **Staff training/CPD**

CPD in RE will be ongoing, with specific areas of need identified through discussion with teachers, professional feedback through questionnaires and rigorous curriculum monitoring through curriculum conversations and moderation.

CPD will be delivered in-house through teacher's meetings and whole school CPD sessions which may include external speakers/trainers.

## **Impact**

The impact of the RE curriculum at Cann Bridge School will be seen through learners showing understanding of their own world views and the world views of others in a respectful manner. They will understand the key differences between themselves and others and how to behave respectfully in places of worship.

Learners will have the opportunity to explore and express their emotions, show understanding of what it is to be a human through kindness, care for the world around them and through mutual respect. Learners will understand the meaning of a variety of religious festivals and will participate in religious celebration within the school.

This will be evidenced through work completed, respectful relationships around the school and through learner outcomes in line with progression guidance.

## **Monitoring, Evaluation and Review**

We ensure equal and appropriate access to Religious Education curriculum through regular monitoring, evaluation and review.

The Health and Wellbeing curriculum lead monitors teaching and learning through learning walks, review of evidence recorded in books and on EviSense and through progress data on BSquared.

This policy will be updated yearly, and the curriculum action plan is updated accordingly.

## **Links**

This policy links to the following policies/guidance:

- 14 to 19 Curriculum Policy
- Collective Worship Policy
- EYFS Policy
- Pathways to Independence Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- SACRE agreed syllabus for Plymouth (2024-2029)
- Educational Visits Policy
- Child Protection & Safeguarding Policy



## Appendix 1: Letter to Parents



Dear Parents and Carers,

At Cann Bridge School, we deliver Religious Education to all learners. A large part of teaching will be Christian in nature; however, learners will also learn about Islam, Judaism, Hinduism and non-religious world views. Information about the content covered in religious education can be found within the RE curriculum policy on the school's website.

By law, parents/carers have the right to opt their child out of formal religious education within the school, which will remain in place until this request to opt out is withdrawn. By opting out of formal teaching within the school, parents/carers are agreeing to take responsibility for delivering their own religious education to their child in a manner appropriate to their own beliefs.

If you withdraw your child from formal teaching, please note that they will be supervised at all times, but that the school does not have to provide your child with additional teaching of National Curriculum subjects such as maths and English at this time.

Learner Name:		Class:	
Parent/Carer Name:		Date:	
I would like to withdraw my child from the formal teaching of RE at Cann Bridge School and am aware that I will be responsible for ensuring my child receives religious education. <input type="checkbox"/>			
I would like to withdraw my child from Collective Worship at Cann Bridge School. <input type="checkbox"/>			
I understand that the school does not have to provide additional National Curriculum teaching to my child during RE curriculum time. <input type="checkbox"/>			
Parent/Carer Signature:			

Agreed actions by school after discussion with parents/carers					
Headteacher Signature:		Parent/Carer Signature:		Date:	

## Appendix 2. 5 Keys to RE Planning Template

Five Keys to RE Planning Model.		
Key	Focus	Activities
<b>Connection</b>  What links can we make with our learners' lives?		
<b>Knowledge</b>  What is the burning core of the religion?		
<b>Senses</b>  What sensory elements are in the religion?		
<b>Symbols</b>  What are the symbols that are most accessible?		
<b>Values</b>  What are the values in the religion that speak to us?		

### Appendix 3. Rolling Programme

Year Group	Termly Topic					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>RE is covered in the EYFS through all of the Seven Areas of Learning, but specifically through the prime areas: Personal, Social and Emotional Development (PSED) and the specific area of Understanding the World (UfW).</p> <p>Over the course the year, learners will learn about: building and developing relationships; different religious festivals; people and spaces that are special to them, people who help them and will explore a variety of religious stories.</p> <p>Learners will access planned and targeted continuous provision to develop and extend their understanding.</p>					
<b>KS1 Year 1</b>	Being special. Where do we belong F4	Why does Christmas matter to Christians? 1.2	Why is the word God important to Christians? F3	Why does Easter matter to Christians? 1.3	Who is a Muslim and how do they live? 1.6	
<b>KS1 Year 2</b>	Which spaces are special and why? F5	Why does Christmas matter to Christians? 1.2	Which Stories are special and why?	Why does Easter matter to Christians? 1.3	Who is Jewish and how do they live? 1.7	
<b>KS2 Year 1</b>	Who is a Muslim and how do they live? 1.6		What do Christians believe God is like? 1.1	Who do Christians say made the world? 1.2	What does it mean to belong to a faith or belief community? 1.1	How should we care for the world and why does it matter? 1.9
<b>KS2 Year 2</b>	What makes some places sacred to believers? 1.8	Why does Christmas matter to Christians? 1.2	What is the 'good news' that Christians say Jesus brings? 1.4	Why does Easter matter to Christians? 1.3	Who is Muslim and how do they live? 1.6	
<b>KS2 Year 3</b>	Who is Jewish and how do they live? 1.7		What do Christians believe God is like? 1.1	Who do Christians say made the world? 1.2	What does it mean to belong to a faith or belief community? 1.1	How should we care for the world and why does it matter? 1.9
<b>KS2 Year 4</b>	What makes some places sacred to believers? 1.8	Why does Christmas matter to Christians? 1.2	What is the 'good news' that Christians say Jesus brings? 1.4	Why does Easter matter to Christians? 1.3	Who is Jewish and how do they live? 1.7	

<b>KS3 Year 1</b>	What kind of world did Jesus want? L2.4	How and why do people try to make the world a better place? L2.12	What is it like for someone to follow God? L2.2	What do Christian's learn from the Creation Story? L2.1	How and why do people mark the significant events of life? L2.11	How do Festivals and Worship show what matters to Muslims? L2.9
<b>KS3 Year 2</b>	What do Hindus believe God is like? L2.7	What does it mean to be a Hindu in Britain today? L2.8	What is the Trinity and why is it important for Christians? L2.3	Why do Christians call the day Jesus died 'Good' Friday? L2.5	For Christians, what was the impact of the Pentecost? L2.6	How do Festivals and family life show what matters to Jewish People? L2.10
<b>KS4 Year 1</b>	What do Hindus believe God is like? L2.7	How and why do people try to make the world a better place? L2.12	What is it like for someone to follow God? L2.2	What do Christian's learn from the Creation Story? L2.1	How and why do people mark the significant events of life? L2.11	How do Festivals and Worship show what matters to Muslims? L2.9
<b>KS4 Year 2</b>	What does it mean to be a Hindu in Britain today? L2.8	What kind of world did Jesus want? L2.4	What is the Trinity and why is it important for Christians? L2.3	Why do Christians call the day Jesus died 'Good' Friday? L2.5	For Christians, what was the impact of the Pentecost? L2.6	How do Festivals and family life show what matters to Jewish People? L2.10
<b>KS4 Year 3</b>	Why do Hindus want to be good? U2.7	How and why do people try to make the world a better place? L2.12	What is it like for someone to follow God? L2.2	What do Christian's learn from the Creation Story? L2.1	How and why do people mark the significant events of life? L2.11	How do people from religious and non-religious communities celebrate key festivals? L2.13
<b>KS5 Year 1</b>	What does it mean to be a Humanist in Britain today? U2.11	What can be done to reduce Racism? Can religion help? U2.13	What does it mean if Christian's believe God is holy and loving? U2.1	Creation and Science – Conflicting or complementary? U2.2	Why do Hindus want to be good? U2.7	What does it mean to be a Muslim in Britain today? U2.8
<b>KS5 Year 2</b>	How does Faith help when life gets hard? U2.12	What do religious and non-religious world views teach about caring for the Earth? U2.13	How do Christian's decide how to live? What would Jesus do? U2.4	What do Christians believe Jesus did to save people? U2.5	How and why do people mark the significant events of life? L2.11	Why is the Torah so important to Jewish people? U2.9

## Early Steps Framework



Understanding the World; Level: 1 (0-3 months)

Name:

Started:..... Completed:.....

Demonstrates recognition of familiar person by cessation of crying/agitation	Demonstrates recognition of people by exhibiting certain behaviours when seeing certain people	Reacts to a range of new experiences with an intermittently heightened expressive response when prompted	Reacts to social interaction with heightened expressive response when adults or peers initiate play
Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person	Shows pleasure in the presence of others	Shows some awareness of other people	



Understanding the World; Level: 2 (3-6 months)

Name:

Started:..... Completed:.....

Anticipates within social routines	Responds to their own name by looking for a voice when they are called	Smiles or gets excited when seeing a specific member of staff after a period of separation	Smiles when interacting with familiar people
Undertakes an action incidentally which makes something happen and knows that they caused it	Vocalises to a member of staff in different ways when experiencing different needs		



Understanding the World; Level: 3 (6-9 months)

Name:

Started:..... Completed:.....

Communicates consistent preferences with	Responds to familiar members of staff	Responds to familiar peers consistently	Responds to other people's emotions
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emotional responses when choices are provided	consistently when interacting with them	when interacting with them	with an emotional response
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Understanding the World; Level: 4 (9-12 months)

Name:

Started:..... Completed:.....

Acknowledges their own name by stopping and facing the sound when they hear it spoken	Identifies family members by looking or pointing when given a photograph	Identifies family members by looking or pointing when they are present	Looks at peer to acknowledge them when familiar people's names are spoken
Reacts to a familiar member of staff with excitement after a period of separation	Reacts to a family member with excitement after a period of separation		



Understanding the World; Level: 5 (12-18 months)

Name:

Started:..... Completed:.....

Demonstrates intense curiosity	Explores their environment inquisitively when working independently	Expresses their independence by confidently exploring new surroundings when playing	Follows procedures for familiar events, e.g. end of the day
Knows which class or group they are in	Recognises own name and responds	Recognises themselves in a clip and in photos	Returns to a specific place to experience a particular activity



Understanding the World; Level: 6 (18-24 months)

Name:

Started:..... Completed:.....

Communicates what is special or important to them	Demonstrates an awareness of other people's feelings	Demonstrates an understanding of their own individuality	Demonstrates social emotions, e.g. sympathy for someone who is hurt
Tries to establish themselves as a member of a social group	Babies, toddlers and young children will be learning to explore and respond to different natural phenomena in their setting and on trips		



Understanding the World; Level: 7 (2-2½ years)

Name:

Started:..... Completed:.....

People, Culture & Communities		
<input type="checkbox"/> Communicates an awareness of other people's feelings	<input type="checkbox"/> Names a place they know, e.g. home, shop, the setting	<input type="checkbox"/> Shows an awareness of the purpose of some indoor places
<input type="checkbox"/> Communicates what they can hear in the environment	<input type="checkbox"/> Names some buildings	<input type="checkbox"/> Shows an awareness of the purpose of some outdoor places
<input type="checkbox"/> Communicates what they can see in the environment	<input type="checkbox"/> Names someone in their class or group	<input type="checkbox"/> Shows how they feel about a celebration
<input type="checkbox"/> Explores religious objects with some interest	<input type="checkbox"/> Observes and comments simply on different types of buildings, e.g. skyscraper, farm, shop	<input type="checkbox"/> States what some shops sell
<input type="checkbox"/> Identifies some common structures e.g. runs or points to the wall/fence when asked to	<input type="checkbox"/> Recognises celebration through its features	<input type="checkbox"/> Takes part in simple celebrations
<input type="checkbox"/> Identifies the road, the path, and the kerb	<input type="checkbox"/> Recognises differences between themselves and a peer	<input type="checkbox"/> Tastes and responds to foods from other cultures
<input type="checkbox"/> Names a person in their immediate family, e.g. Dad, Jon, Gran, etc.	<input type="checkbox"/> Recognises their family in a photograph	<input type="checkbox"/> Uses names of members of staff or their own family
	<input type="checkbox"/> Recognises their family in a video clip	<input type="checkbox"/> Babies, toddlers and young children will be learning to notice differences between people. [DM 2021]



Understanding the World; Level: 8 (2½-3 years)

Name:

Started:..... Completed:.....

People, Culture & Communities		
<input type="checkbox"/> Answers "Who?", "What?" or "Where?" questions	<input type="checkbox"/> Expresses an awareness of other people's belongings	<input type="checkbox"/> Puts rubbish in the bin
<input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box	<input type="checkbox"/> Finds an object by location, e.g. find me a member of staff from the office	<input type="checkbox"/> Shows affection for others
<input type="checkbox"/> Communicates who their friends are	<input type="checkbox"/> Locates an object kept in a familiar place	<input type="checkbox"/> Tidies away their belongings on request (not necessarily in the correct place)
<input type="checkbox"/> Demonstrates affection for peers		<input type="checkbox"/> Babies, toddlers and young children will be learning to make connections between the features of their family and other families. [DM 2021]



Understanding the World; Three- & Four-Year-Olds

Name:

Started:..... Completed:.....

People, Culture & Communities		
<input type="checkbox"/> Communicates what or who is special to them	<input type="checkbox"/> Identifies a group to which they belong	<input type="checkbox"/> Three- and four-year-olds will be learning to continue developing positive attitudes about the differences between people. [DM 2021]
<input type="checkbox"/> Describes a religious event	<input type="checkbox"/> Identifies people who cares for others, e.g. families, nurses, etc.	<input type="checkbox"/> Three- and four-year-olds will be learning to know that there are different countries in the world and talk about the differences they have experienced or seen in photos. [DM 2021]
<input type="checkbox"/> Describes simply photographs of unfamiliar places, e.g. deserts, rain forests	<input type="checkbox"/> Listens and responds to a range of faith stories	<input type="checkbox"/> Three- and four-year-olds will be learning to show interest in different occupations. [DM 2021]
<input type="checkbox"/> Describes what they see in the grounds of the setting	<input type="checkbox"/> Names familiar places or buildings correctly, e.g. church, park, garage, flat	
<input type="checkbox"/> Discusses the shops they have visited and what things they have bought there	<input type="checkbox"/> Names people in their immediate family	
<input type="checkbox"/> Identifies "Special Days", e.g. Christmas, birthday, etc.	<input type="checkbox"/> States how they celebrate things in their lives, e.g. birthdays	
	<input type="checkbox"/> States what and when things are celebrated in their lives	



Name: \_\_\_\_\_

Started:..... Completed:.....

People, Culture & Communities		
<input type="checkbox"/> Adds detail to a map of a familiar place, e.g. furniture in their bedroom	<input type="checkbox"/> Explains why something or someone is special to them	<input type="checkbox"/> Children in reception will be learning to name and describe people who are familiar to them. [DM 2021]
<input type="checkbox"/> Classifies a place as being built or created by people, e.g. a shop, office	<input type="checkbox"/> Identifies some special foods that are eaten in celebration	<input type="checkbox"/> Children in reception will be learning to recognise some environments that are different from the one in which they live. [DM 2021]
<input type="checkbox"/> Classifies a place as being created by nature, e.g. a cliff, beach	<input type="checkbox"/> Indicates that the land on simple maps is coloured green, brown or yellow	<input type="checkbox"/> Children in reception will be learning to recognise some similarities and differences between life in this country and life in other countries. [DM 2021]
<input type="checkbox"/> Communicates about how different you might feel on a special/holy day	<input type="checkbox"/> Indicates that water on simple maps is coloured blue	<input type="checkbox"/> Children in reception will be learning to recognise that people have different beliefs and celebrate special times in different ways. [DM 2021]
<input type="checkbox"/> Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road	<input type="checkbox"/> Knows number of their house and the name of their street	<input type="checkbox"/> Children in reception will be learning to talk about members of their immediate family and community. [DM 2021]
<input type="checkbox"/> Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests	<input type="checkbox"/> Names some important religious people, e.g. after reading a story or listening to a visitor	<input type="checkbox"/> Children in reception will be learning to understand that some places are special to members of their community. [DM 2021]
<input type="checkbox"/> Demonstrates a growing respect for their own culture and beliefs and those of other people	<input type="checkbox"/> Recognises that some people around the world speak different languages to them	
<input type="checkbox"/> Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert	<input type="checkbox"/> Shows an awareness of different beliefs	
<input type="checkbox"/> Engages with photos and news stories which relate to the local community and the wider world	<input type="checkbox"/> Children in reception will be learning to draw information from a simple map. [DM 2021]	



## Progression Steps Framework



Religious Education; Progression Step 1

Name:

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Takes part in simple celebrations	<input type="checkbox"/> Communicates likes or dislikes using words, signs, or symbols	<input type="checkbox"/> Shows how they feel about a celebration
<input type="checkbox"/> Recognises celebration through its features	<input type="checkbox"/> Sits in a small group with a member of staff for a story	<input type="checkbox"/> Imitates ritual action
<input type="checkbox"/> Handles artefacts used for worship	<input type="checkbox"/> Looks at an object when it is named	<input type="checkbox"/> Explores religious objects with some interest
<input type="checkbox"/> Matches pictures to objects	<input type="checkbox"/> Uses names of members of staff or their own family	<input type="checkbox"/> Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the) ...?' (PKSS)
<input type="checkbox"/> Communicates what they would like as a gift or reward		
Personal Development & Wellbeing		
<input type="checkbox"/> Demonstrates affection for peers	<input type="checkbox"/> Follows procedures for routine activities, e.g. puts lid back on pen when finished	<input type="checkbox"/> Communicates how receiving a gift makes them feel
<input type="checkbox"/> Demonstrates social emotions, e.g. sympathy for someone who is hurt	<input type="checkbox"/> Accepts the word 'No' in some situations	<input type="checkbox"/> Communicates an awareness of other people's feelings
Community Cohesion		
<input type="checkbox"/> Communicates with known and unknown people in a range of settings	<input type="checkbox"/> Shares the same central equipment source	<input type="checkbox"/> Tastes and responds to foods from other cultures
<input type="checkbox"/> Works alongside a peer without support from a member of staff	<input type="checkbox"/> Shows an awareness of the purpose of some indoor places	<input type="checkbox"/> Responds when listening to religious music
<input type="checkbox"/> Shares an activity with another person	<input type="checkbox"/> Shows an awareness of the purpose of some outdoor places	
<input type="checkbox"/> Shares an activity with a peer on their own initiative	<input type="checkbox"/> Takes turns in game with help from a member of staff	



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Demonstrate an awareness of the purpose of some artefacts	<input type="checkbox"/> Communicates how a story or poem makes them feel	<input type="checkbox"/> Expresses an opinion with appropriate language
<input type="checkbox"/> Describes a religious event	<input type="checkbox"/> Understands that music is part of celebrations and daily life	<input type="checkbox"/> Predicts what will happen in a repetitive religious story
<input type="checkbox"/> Follows simple, short stories about events in the past	<input type="checkbox"/> Communicates about how the music makes them feel	<input type="checkbox"/> Gives a simple two-word answer when imagining 'what might happen if?'
<input type="checkbox"/> Follows simple, short stories about people in the past	<input type="checkbox"/> Experiences quiet reflection time	<input type="checkbox"/> Pauses, showing consideration when offered an idea from member of staff or peer
<input type="checkbox"/> Listens and responds to a range of faith stories	<input type="checkbox"/> Identifies "Special Days", e.g. Christmas, birthday, etc.	
<input type="checkbox"/> Handles religious artefacts with care and respect		
Personal Development & Wellbeing		
<input type="checkbox"/> States how they celebrate things in their lives, e.g. birthdays	<input type="checkbox"/> Identifies behaviour that could be considered as right and wrong	<input type="checkbox"/> Comprehends the meaning of the terms 'Accidental' and 'Deliberate'
<input type="checkbox"/> States how they would prefer to celebrate something	<input type="checkbox"/> Accepts that they cannot just take what they want	<input type="checkbox"/> Demonstrates awareness when something they have done is wrong
<input type="checkbox"/> States what and when things are celebrated in their lives	<input type="checkbox"/> Verbalises feelings of anger	<input type="checkbox"/> Demonstrates some empathy in certain situations
<input type="checkbox"/> Communicates what or who is special to them	<input type="checkbox"/> Verbalises feelings of fear	<input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'
<input type="checkbox"/> Identifies the rules they have to follow	<input type="checkbox"/> Verbalises feelings of happiness	<input type="checkbox"/> Expresses emotions towards others using words, not just actions
<input type="checkbox"/> Declares that something is not fair	<input type="checkbox"/> Verbalises feelings of sadness	
	<input type="checkbox"/> Verbalises feelings of love	
Community Cohesion		
<input type="checkbox"/> Identifies a badge which shows they belong to something, e.g. school	<input type="checkbox"/> Names a few people in a particular group or place they visit, e.g. cooking group, work placement	<input type="checkbox"/> Chooses to start an interaction with peers in some situations
<input type="checkbox"/> Identifies people who cares for others, e.g. families, nurses, etc.	<input type="checkbox"/> Communicates with peers co-operatively	
<input type="checkbox"/> Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc.	<input type="checkbox"/> Takes turns	



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Shows an awareness of different beliefs	<input type="checkbox"/> Recognises photos or clips of specific celebrations	<input type="checkbox"/> Recognises that religions have holy or special days
<input type="checkbox"/> Acts out situations from stories	<input type="checkbox"/> Communicates about how different you might feel on a special/holy day	<input type="checkbox"/> Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS)
<input type="checkbox"/> Names some important religious people, e.g. after reading a story or listening to a visitor	<input type="checkbox"/> Identifies that some festivals are celebrated with special foods	<input type="checkbox"/> Describes an action of the character
<input type="checkbox"/> Joins in discussion about the moral of the story	<input type="checkbox"/> Identifies some special foods that are eaten in celebration	<input type="checkbox"/> Describes an event in a story
<input type="checkbox"/> Understands that festivals are celebrations	<input type="checkbox"/> Explains simply what a promise is	<input type="checkbox"/> Recognises situations in a story, e.g. danger, surprise, etc.
Personal Development & Wellbeing		
<input type="checkbox"/> Demonstrates understanding that many people can be our friends	<input type="checkbox"/> Explains what it means to keep a promise	<input type="checkbox"/> Explains the difference between right and wrong giving simple examples
<input type="checkbox"/> Explains why something or someone is special to them	<input type="checkbox"/> Explains simply which types of behaviours are right and wrong	
<input type="checkbox"/> Explains what a friend is to them	<input type="checkbox"/> Shows consideration towards others	
Community Cohesion		
<input type="checkbox"/> Shows some awareness that others' ideas, though different, are not wrong	<input type="checkbox"/> Indicates that some people around the world dress differently to them	<input type="checkbox"/> Recognises that some people around the world speak different languages to them
	<input type="checkbox"/> Indicates that some people around the world eat different foods to them	<input type="checkbox"/> Indicates that people of different faiths can live in the same location, anywhere in the world
	<input type="checkbox"/> Indicates that some people around the world live in different types of buildings	<input type="checkbox"/> Appreciates other people have feelings



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Identifies some celebrations	<input type="checkbox"/> Names the holy book of a religion	<input type="checkbox"/> Explains the main meaning behind a celebration
<input type="checkbox"/> States some ways in which a festival is celebrated	<input type="checkbox"/> Lists special food associated with a celebration	<input type="checkbox"/> Explains simply what prayer is
<input type="checkbox"/> Retells elements of simple religious stories	<input type="checkbox"/> Identifies some special things a religious believer might have or do at home	<input type="checkbox"/> Asks questions about religions
<input type="checkbox"/> Recognises that a religious building is a special place to believers	<input type="checkbox"/> Identifies a key practice of a religion	<input type="checkbox"/> Retells some of the story told by an adult (PKSS)
<input type="checkbox"/> Observes artefacts carefully, describing or drawing what they have seen	<input type="checkbox"/> Identifies a key belief in a religion	<input type="checkbox"/> Gives a simple description of a character from a story
Personal Development & Wellbeing		
<input type="checkbox"/> Compares what they feel is right and wrong to their peers	<input type="checkbox"/> Suggests why they think celebrating is important	<input type="checkbox"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc.
<input type="checkbox"/> Defines the terms 'truth' and 'lie'	<input type="checkbox"/> Offers their ideas about the existence of God	<input type="checkbox"/> Gives examples of what is fair and unfair
<input type="checkbox"/> Identifies feelings, e.g. loss when important things go missing	<input type="checkbox"/> Identifies objects which are valuable to them	<input type="checkbox"/> Gives examples of right and wrong behaviour
<input type="checkbox"/> Explains that they have choices which can involve right and wrong	<input type="checkbox"/> Explains how choosing a wrong action can have negative consequences	
Community Cohesion		
<input type="checkbox"/> Recognises that some people like to do the same things and others like to do different things	<input type="checkbox"/> Lists the people in the community that help	<input type="checkbox"/> Identifies ways people show they belong to a group or religion
<input type="checkbox"/> Listens to others sharing their views and experiences of faith and beliefs	<input type="checkbox"/> Describes a local place of worship	<input type="checkbox"/> Identifies some groups to which they belong
<input type="checkbox"/> Shares their views and experiences of faith and beliefs simply	<input type="checkbox"/> Compares ways people celebrate, e.g. birthdays and Christmas	<input type="checkbox"/> Identifies what is involved in belonging, e.g. to a family or activity group
<input type="checkbox"/> Identifies effects of actions on others	<input type="checkbox"/> Discusses a religious ceremony which celebrates belonging, e.g. Christening	<input type="checkbox"/> Gives examples of people who help them in the community



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Gives an approximation of the moral or lesson of story	<input type="checkbox"/> Describes the main features of a religious building	<input type="checkbox"/> States simple facts about holy books, e.g. they are considered special or important
<input type="checkbox"/> Identifies the main ways a festival is celebrated	<input type="checkbox"/> Describes some of the beliefs of a religion	<input type="checkbox"/> Names a leader of a religion
<input type="checkbox"/> Identifies the main idea in religious stories	<input type="checkbox"/> Understands and uses some simple religious words and phrases	<input type="checkbox"/> Identifies some symbols used in ceremonies
<input type="checkbox"/> Identifies the key feelings in a religious story	<input type="checkbox"/> Suggests how a religious artefact could be used	
Personal Development & Wellbeing		
<input type="checkbox"/> Describes why people in their lives are special, and what makes them special	<input type="checkbox"/> Reflects on their own special places, e.g. states where they are, why they are special to them	<input type="checkbox"/> Classifies a range of behaviours associated to different situations as right and wrong
<input type="checkbox"/> Asks questions about things they find intriguing	<input type="checkbox"/> Identifies things they find interesting or puzzling	<input type="checkbox"/> Uses the terms 'honest' and 'dishonest' correctly in context
<input type="checkbox"/> Identifies what something precious might be to them	<input type="checkbox"/> Explains how people make their own decisions about how they live	
<input type="checkbox"/> Identifies things in a story they consider right or wrong	<input type="checkbox"/> Suggests how a behaviour can affect someone	
Community Cohesion		
<input type="checkbox"/> Demonstrates some respect when discussing different views with others	<input type="checkbox"/> Demonstrates respect to religious artefacts	<input type="checkbox"/> Identifies the communities or groups to which they belong
<input type="checkbox"/> Compares how their home life is different to another	<input type="checkbox"/> Identifies things people belonging to a community do together	<input type="checkbox"/> Describes something they have done that has benefited others
<input type="checkbox"/> Comments on simple similarities and differences between their beliefs and that of others	<input type="checkbox"/> Shows respect for religious buildings, e.g. following rules such as taking shoes off, covering their heads	
<input type="checkbox"/> Responds sensitively when discussing different faiths	<input type="checkbox"/> Identifies some differences and similarities between people	



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Retells a story behind a festival or celebration	<input type="checkbox"/> Identifies some key religious symbols	<input type="checkbox"/> Gives simple reasons why a religious building is a special place
<input type="checkbox"/> Identifies how followers of a religion receive guidance on how to live	<input type="checkbox"/> Identifies what some rules from a holy book might mean in practice	<input type="checkbox"/> Describes the main practices associated with worship
<input type="checkbox"/> Describes festivals, giving an example of what happens at one they have studied or experienced	<input type="checkbox"/> Explores the different types of writing contained in a holy book, e.g. stories, songs, instructions	
<input type="checkbox"/> Describes and suggests meanings for some religious gestures	<input type="checkbox"/> Explains how a holy book is treated and relates to how special it is	
Personal Development & Wellbeing		
<input type="checkbox"/> Explains what love means to them	<input type="checkbox"/> Gives a reason why something might be valued by someone	<input type="checkbox"/> Identifies simple moral issues in a story that they consider right or wrong, giving a reason
<input type="checkbox"/> Asks questions that are important to them about life, comparing ideas with others	<input type="checkbox"/> Explains why they think something is fair or unfair	<input type="checkbox"/> Describes why something is of value to them
<input type="checkbox"/> Compares what influences them with what influences other people	<input type="checkbox"/> Defines the terms "honest" and "dishonest"	
<input type="checkbox"/> Gives reasons why they value something	<input type="checkbox"/> Explains why they think an action or behaviour is right or wrong	
Community Cohesion		
<input type="checkbox"/> Suggests why something might be of value to another	<input type="checkbox"/> Suggests simple ways they can show respect to the differences of others	<input type="checkbox"/> Describes sensitively the ideas and feelings others have
<input type="checkbox"/> Asks questions about others' ideas, feelings and experiences	<input type="checkbox"/> Explains why it is wrong to treat people differently because of their differences, e.g. gender, colour, religion	<input type="checkbox"/> Compares some cultural or religious differences
<input type="checkbox"/> Discusses how they can help other members of their community	<input type="checkbox"/> Identifies the purpose of the groups to which they belong	
<input type="checkbox"/> Suggests how people should care for each other, e.g. in families, class, as a member of a community	<input type="checkbox"/> Identifies different types of communities	





Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Recognises some emotions and feelings that are involved with faith	<input type="checkbox"/> Comments on simple similarities between religions, e.g. practices can be found in more than one religion	<input type="checkbox"/> Describes the meaning of rituals, comparing these between religions
<input type="checkbox"/> Suggests why a holy book is important to believers	<input type="checkbox"/> Identifies emotions in religious stories, e.g. awe and wonder, peace	<input type="checkbox"/> Describes what the religion teaches about what happens after death
<input type="checkbox"/> Recognises that there are some experiences which cause people to wonder and question	<input type="checkbox"/> Identifies and explains the moral in a religious story	<input type="checkbox"/> Describes how and where worship takes place, including the rituals involved
<input type="checkbox"/> Explains how believers show devotion to their God	<input type="checkbox"/> Makes links between the idea of love in different religions	<input type="checkbox"/> Describes a range of symbols and their meaning
<input type="checkbox"/> Identifies differences in beliefs	<input type="checkbox"/> Identifies some key religious actions and makes links between these actions and religious beliefs	<input type="checkbox"/> Describes a range of beliefs in a religion and makes links between religions
Personal Development & Wellbeing		
<input type="checkbox"/> Explains how beliefs affect behaviour	<input type="checkbox"/> Names influences in their lives	<input type="checkbox"/> Recognises that some questions do not have straight or easy answers
<input type="checkbox"/> Suggests what challenges can face someone who follows a religion	<input type="checkbox"/> Identifies where they may receive guidance in their life	<input type="checkbox"/> Compares ideas about questions about life that are difficult to answer
<input type="checkbox"/> Expresses own views about who they are and where they belong	<input type="checkbox"/> Identifies a personal belief	<input type="checkbox"/> Recognises that choices are made based on beliefs and values
<input type="checkbox"/> Asks questions to moral decisions, including those concerning religious beliefs and values	<input type="checkbox"/> Compares their own experience of faith to that of others	<input type="checkbox"/> Pinpoints a link between their values and their behaviour
<input type="checkbox"/> Suggests answers to moral questions	<input type="checkbox"/> Compares some of their own experiences of wonder with others	
Community Cohesion		
<input type="checkbox"/> Recognises and describes ways to challenge a range of stereotypes	<input type="checkbox"/> Lists different ways people express their faith	<input type="checkbox"/> Explores which factors make people different or similar and how differences can cause problems or create relationships
<input type="checkbox"/> Compares and contrasts own experiences of what influences their lives with those of their peers belonging to faiths	<input type="checkbox"/> Compares key features of religious traditions in their neighbourhood	<input type="checkbox"/> Identifies some benefits of belonging to a community
<input type="checkbox"/> Demonstrates an understanding that people's perceptions of religion or beliefs vary	<input type="checkbox"/> Identifies how people with different values or customs have different lives to them	<input type="checkbox"/> Describes and gives examples of the idea of individual and group responsibility
<input type="checkbox"/> Recognises that religion is a way of life for believers	<input type="checkbox"/> Identifies different religions or customs in their neighbourhood	



Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Compares and contrasts religious, secular and their own views	<input type="checkbox"/> Describes the parts, function and message of worship	<input type="checkbox"/> Identifies similar beliefs and ideas between religions
<input type="checkbox"/> Explains how objects convey meanings and how they relate to religious beliefs	<input type="checkbox"/> Recognises that actions in worship often have symbolic meanings	<input type="checkbox"/> Explains the main features and significance of a religious ceremony using technical vocabulary
<input type="checkbox"/> Compares ways of life in different religions	<input type="checkbox"/> Identifies and understands the significance of symbols found in a place of worship	<input type="checkbox"/> Defines and uses more technical vocabulary related to religious practices, e.g. "incarnation", "pilgrimage"
<input type="checkbox"/> Makes comparisons between worship in different religions	<input type="checkbox"/> Names similarities and differences between the way faith groups worship	
Personal Development & Wellbeing		
<input type="checkbox"/> Gives examples of experiences that make people wonder and question	<input type="checkbox"/> Identifies beliefs they hold themselves	<input type="checkbox"/> Explores their own views about what is important to them and compares this with how religions view this
<input type="checkbox"/> Demonstrates understanding that people have different ideas about what is important	<input type="checkbox"/> Communicates about how they reached a decision	<input type="checkbox"/> Explores their own views about the meaning and purpose of life and compares with how religions view this
<input type="checkbox"/> Suggests how a person may act when faced with a dilemma	<input type="checkbox"/> Asks questions about matters of right and wrong	<input type="checkbox"/> Demonstrates respect for others' viewpoint
<input type="checkbox"/> Suggests how to apply a moral principle to a 'real-life' situation	<input type="checkbox"/> Explores some difficulties faced by people who follow religious teaching	<input type="checkbox"/> Demonstrates some appreciation of the long-term consequences of bad choices
Community Cohesion		
<input type="checkbox"/> Demonstrates respect for other people's viewpoints and beliefs	<input type="checkbox"/> Asks and answers questions about the experience of belonging to different religious communities	<input type="checkbox"/> Identifies how they can ensure everyone in their community is treated equally
<input type="checkbox"/> Identifies some local celebrations	<input type="checkbox"/> Shows attitudes of respect towards different beliefs and lifestyles	<input type="checkbox"/> Suggests how conflict in a community could occur
<input type="checkbox"/> Expresses their understanding of alternate views	<input type="checkbox"/> Explores the impact of faith on the world today	<input type="checkbox"/> Suggests how conflict in a community could be resolved
<input type="checkbox"/> Explains the responsibilities and benefits of being part of a religious community	<input type="checkbox"/> Explores the range of identities, locally and nationally	
<input type="checkbox"/> Explains how beliefs can lead people to behave in particular ways	<input type="checkbox"/> Recognises they have a responsibility towards their community	

Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Recognises there are religious answers to puzzling aspects of life and experience for followers of religions	<input type="checkbox"/> Explores how people in the past demonstrated their faith, e.g. Mother Theresa	<input type="checkbox"/> Describes the symbolism and traditions in the most important festivals in a range of religions
<input type="checkbox"/> Explains how and why metaphors and similes convey meanings and how they relate to religious beliefs and actions	<input type="checkbox"/> Describes how people of different religions coexist and cooperate with each other	<input type="checkbox"/> Demonstrates understanding of the principal beliefs and teachings in a religion
<input type="checkbox"/> Recognises the effect that religious followers believe prayer has in their lives and the wider world	<input type="checkbox"/> Describes the history of conflicts in the world with links to religion	<input type="checkbox"/> Explores the use of language in worship
<input type="checkbox"/> Explores how people in the present demonstrate their faith, e.g. Ricardo Kaka	<input type="checkbox"/> Describes how a religion began, its key founder/s and principles	
Personal Development & Wellbeing		
<input type="checkbox"/> Outlines the factors that affect their identity, including a positive sense of self	<input type="checkbox"/> Demonstrates developing philosophical ideas when responding to difficult questions about the universe and our existence	<input type="checkbox"/> Identifies their own ideas about creation
<input type="checkbox"/> Uses knowledge and research to help answer questions about the meaning and purpose of life, both for themselves and for those in different religions	<input type="checkbox"/> Shares own values and commitments and suggests where those ideals have come from	<input type="checkbox"/> Identifies between what they value and how they live their life
<input type="checkbox"/> Reflects on sources of guidance in their own lives	<input type="checkbox"/> Makes connections with the hopes which the adults in their lives have for them	
Community Cohesion		
<input type="checkbox"/> Identifies what can influence moral values and choices	<input type="checkbox"/> Suggests why people believe it is important to teach children about their beliefs and ways of life	<input type="checkbox"/> Defines 'prejudice' and gives examples of where this could appear
<input type="checkbox"/> Describes simple ways to avoid stereotyping	<input type="checkbox"/> Devise questions for a visitor which will extend their own knowledge	<input type="checkbox"/> Suggests why different groups feel it necessary to express themselves in certain ways
<input type="checkbox"/> Analyses the different ways people express themselves simply, e.g. clothing	<input type="checkbox"/> Describes how communities celebrate and live out their beliefs in the wider world	
<input type="checkbox"/> Suggests why people have different ideas about what is valuable or important	<input type="checkbox"/> Reconsiders their own point of view after examining the arguments of others	

Name: \_\_\_\_\_

Started:..... Completed:.....

Spiritual, Moral, Social & Cultural Development		
<input type="checkbox"/> Understands the ways in which believers celebrate major events in the religious calendar	<input type="checkbox"/> Describes the role of different religious leaders, their impact and importance within the religion	<input type="checkbox"/> Demonstrates understanding of non-religious beliefs, e.g. atheism
<input type="checkbox"/> Describes different styles of worship, including public and private and what appeal they have to believers	<input type="checkbox"/> Describes the different ways someone could join a religion including the structure, symbolism, purpose and significance of a ceremony or ritual	
<input type="checkbox"/> Describes different places of worship and how they reflect beliefs	<input type="checkbox"/> Understands the central beliefs of a religion and the sources of authority used to support the beliefs	
Personal Development & Wellbeing		
<input type="checkbox"/> Explores moral judgements on a range of issues, comparing their own views to that of others	<input type="checkbox"/> Describes the significance and importance of their own beliefs and how they influence their own lives	<input type="checkbox"/> Expresses their own views about fundamental questions and issues relating to purpose, truth and belonging
<input type="checkbox"/> Compares their own views to that of different religions, e.g. regarding crime and punishment	<input type="checkbox"/> Recognises common and different views between and within religions and beliefs	
Community Cohesion		
<input type="checkbox"/> Explores how different religions support their community and forge links with other religions or groups within a locality	<input type="checkbox"/> Outlines if or how a country or religion is tolerant of race, gender, faith, disability and sexuality	<input type="checkbox"/> Compares values in their own country to that in other countries, recognising different and similar values
<input type="checkbox"/> Explores how religion and beliefs have had an impact on different communities over time	<input type="checkbox"/> Suggests what can happen when people, communities or countries do not share the same values	

