



Teaching and learning approach	End of EYFS pupils can...	End of KS1 pupils can...	End of Lower KS2 pupils can...	End of Upper KS2 pupils can...
<p><b>Element 1:</b>  <b>Making sense of beliefs</b>            Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed, and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>• <b>Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions, or actions.</b></li> <li>• <b>They use talk to organise, sequence and clarify thinking, ideas, feelings, and events</b></li> <li>• <b>Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences, or events from different sources.</b></li> <li>• <b>They explore, observe, and find out about places and objects that matter in different cultures and beliefs</b></li> <li>• <b>Children are given access to a wide range of books, poems, and other written materials to ignite their interest</b></li> <li>• Begin to recognise core beliefs, festivals, and some sacred texts</li> <li>• Begin to recognise that different religious groups have special places that are linked to their beliefs</li> <li>• Recognise and use some religious words</li> </ul>	<ul style="list-style-type: none"> <li>• identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>• give examples of how stories show what people believe (e.g., the meaning behind a festival)</li> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/ sources of authority and the core concepts studied</li> <li>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b>Element 2:</b>  <b>Understanding the impact</b>            Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>• <b>They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.</b></li> <li>• <b>Children have a developing respect for their own cultures and beliefs, and those of other people.</b></li> <li>• <b>Children understand that they can expect others to treat their needs, views, cultures, and beliefs with respect.</b></li> <li>• <b>They talk about how they and others show feelings.</b></li> <li>• Begin to describe ways in which people of a faith community show thanks to God</li> <li>• Describe simple some of the events that happen at religious ceremonies and how these link to religious beliefs</li> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Retell and talk about some of the things religious stories teach believers</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of how people use stories, texts, and teachings to guide their beliefs and actions</li> <li>• give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• describe how people show their beliefs in how they worship and in the way they live</li> <li>• identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• make clear connections between what people believe and how they live, individually and in communities</li> <li>• using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g., in different communities, denominations or cultures</li> </ul>

<p><b>Element 3:</b> <b>Making connections</b> Evaluating, reflecting on, and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>• <b>Children talk about similarities and differences between themselves and others, among families, communities, and traditions.</b></li> <li>• <b>They begin to know about their own cultures and beliefs and those of other people.</b></li> <li>• <b>Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts, and feelings. They respond in a variety of ways to what they see, hear, smell, touch, and taste.</b></li> <li>• <b>They talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</b></li> <li>• <b>Children think and talk about issues of right and wrong and why these questions matter.</b></li> <li>• <b>They respond to significant experiences showing a range of feelings when appropriate.</b></li> <li>• <b>They show sensitivity to others' needs and feelings and form positive relationships.</b></li> <li>• Talk about things they find interesting, puzzling, or wonderful and about their own experiences and feelings about the world</li> <li>• Think about the wonders of the natural world, expressing ideas and feelings</li> <li>• Talk about the people, places, events, and objects that are special to them and say why</li> <li>• Make connections between personal experiences and some religious stories</li> <li>• Make connections between religious symbols and new life in nature</li> <li>• Express a personal response to the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• think, talk, and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>• give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between the beliefs and practices studied, evaluating, and explaining their importance to different people (e.g., believers and atheists)</li> <li>• reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>• consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>
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