

Aspect	KS1		Lower KS2		Upper KS2		KS3			KS4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Knowledge and Understanding (Learning about religion – thinking about religion and belief)	<ul style="list-style-type: none"> I can recall features of religious, spiritual and moral stories and other forms of religious expression I can recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> I recognise that different people have different views to their own. I can retell religious, spiritual and moral stories I can identify how religion/belief is expressed in different ways I can identify similarities and differences in features of religion/belief I have an understanding of how belief affects people's lives and actions in the world around them (this can be through stories). 	<ul style="list-style-type: none"> I make links between beliefs, stories, practices, actions, festivals and sacred texts I can identify the impacts of beliefs and practices on people's lives I can identify similarities and differences between religions/beliefs 		<ul style="list-style-type: none"> I can comment on connections between beliefs, values and practices. I can describe the impact of beliefs and practices on individuals, groups and communities I can identify some key religious teaching relating to life and death; truth and God; hardship and suffering. I can describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> Pupils accurately use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They describe the impact of religion on people's lives. They suggest meanings for some forms of religious expression. 	<ul style="list-style-type: none"> Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issue, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression 	<ul style="list-style-type: none"> Pupils use a complex technical vocabulary to describe a range of opinions on similar topics. They are able to identify the origins of various ideas and schools of thought and relate how these ideas affect individuals and communities. They are able to explain the evolution of ideas over time and how religious and philosophical thought has led to conflict and change in society. Students can compare and contrast a variety of philosophical and religious theories and identify similarities and differences. 	<p>Pupils demonstrate a broad and deep knowledge and understanding of specific religions and worldviews including:</p> <ul style="list-style-type: none"> key beliefs, practices and sources of authority; their influence on individuals, communities and societies; similarities and differences within and/or between them; <p>Pupils explain the significance of key religious and philosophical concepts in relation to important questions and experiences of life.</p>		
Analysis (Learning from religion – enquiring, investigating, interpreting)	<ul style="list-style-type: none"> I can identify what I find interesting and puzzling in life I can recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> I understand that some questions in life are difficult to answer and suggest answers that religions might offer I ask questions about my own and others' feelings and experiences I can identify possible meanings for symbols and forms of religious expression 	<ul style="list-style-type: none"> I can investigate and connect features of religions/beliefs I can ask significant questions about religions/beliefs to further their own attitudes and ideas I can describe and suggest meanings for symbols and other forms of religious expression 		<ul style="list-style-type: none"> I can investigate and connect features of religions/beliefs I can ask significant questions about religions/beliefs to further their own attitudes and ideas I can describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. 	<ul style="list-style-type: none"> Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. 	<ul style="list-style-type: none"> Pupils can assess the strength and weaknesses of a range of philosophical and religious ideas. 	<p>Pupils plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate questions arising from their study of religious and non-religious worldviews.</p> <p>Pupils use a range of intellectual and communication skills, including the formulation of arguments, and some synthesis and critical evaluation of evidence.</p>		
Evaluation (Learning from religion – reflecting evaluating, communicating)	<ul style="list-style-type: none"> I can express my own experiences and feelings I can identify what is important to me and what may be important to others I can say how what I think affects what I do 	<ul style="list-style-type: none"> I can respond sensitively and imaginatively to questions about their own and others' experiences and feelings I can give a reason why something may be valued by themselves and others I have a sense of my own identity and recognise that belonging to religious groups is important to different people. 	<ul style="list-style-type: none"> I can identify what and why something influences and inspires me I can compare pupil ideas and feelings about what is important I can make links between what I and other people think is important in life, giving reasons for beliefs, attitudes and actions 		<ul style="list-style-type: none"> I can describe how sources of inspiration and influence make a difference to themselves and others I can apply ideas and reflections to issues raised by religion/belief in the context of their own and others' lives I can suggest what might happen as a result of their own and others' attitudes and actions 	<ul style="list-style-type: none"> Pupils make links between values and commitments, and their own attitudes and behaviour. They describe what inspires and influences themselves and others. 	<ul style="list-style-type: none"> Pupils evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples. 	<ul style="list-style-type: none"> Pupils can confidently express their own opinions on religious and philosophical ideas. They are able to justify their views in the light of criticism and explain their reasoning. 	<p>Pupils express insights into the significance and influence of different perspectives whilst recognising that others may think differently.</p>		

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

