

		KNOWLEDGE & UNDERSTANDING (Learning about)				ENGAGEMENT & RESPONSE (Learning from)	
EYFS	Age 4-5	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	<b>BEGINNING TO RECOGNISE</b> Begin to listen to and begin to talk about	40 – 60 months EYFS statements linked to Come & See Topics but taken from the RE Curriculum Directory 2012. Revelation – The Church – Celebration – Life in Christ <b>For those schools who do not use the Come &amp; See Programme these statements are based on what teachers enable pupils to learn and are transferable between RE programmes.</b>				<ul style="list-style-type: none"> <li>Begin to answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>Begin to say what they wonder about.</li> <li>Begin to ask wondering questions about all areas of study and recognise that some questions are difficult to answer.</li> </ul>	
Age Related =	<b>RECOGNISE and TALK ABOUT</b>	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments.</li> <li>Sing songs; make music and dance to express religious stories.</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</li> <li>Begin to read and understand simple sentences from scripture or from their own religious stories.</li> <li>Share religious stories they have heard and read with others.</li> <li>Begin to write simple sentences about religious stories using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories.</li> <li>Begin to write simple sentences about religious stories, using phrases or words which can be read by themselves and others.</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs.</li> <li>Listen and talk about key figures in the history of the People of God.</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</li> <li>Listen talk about and role play how people behave in the local, national and universal church community.</li> <li>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</li> <li>Recognise, begin to decode and talk about key religious words appropriate to their age and stage of development.</li> </ul>				<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> <li>Begin to say what they wonder about</li> <li>Begin to ask wondering questions about all areas of study.</li> <li>Begin to talk about their own feelings, experiences and the things that matter to them.</li> <li>Begin to ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>	
Working Above Age Related +	<b>RECOGNISE and begin to RETELL</b>	<ul style="list-style-type: none"> <li>Recognise religious stories.</li> <li>Begin to retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Begin to recognise religious beliefs.</li> <li>Recognise that people act in a particular way because of their beliefs.</li> <li>Recognise key people in the local, national and universal Church.</li> <li>Begin to recognise key figures in the history of the people of God.</li> <li>Recognise and begin to use key religious words and phrases.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about Religious stories and Scripture sources.</li> <li>Begin to recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> </ul>	

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)	
Yr 1	Age 5-6	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values
Working Towards Age Related -	RECOGNISE and begin to RETELL	<ul style="list-style-type: none"> <li>Recognise religious stories.</li> <li>Begin to retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Begin to recognise religious beliefs.</li> <li>Recognise that people act in a particular way because of their beliefs.</li> <li>Recognise key people in the local, national and universal Church.</li> <li>Begin to recognise key figures in the history of the people of God.</li> <li>Recognise and begin to use key religious words and phrases.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about Religious stories and Scripture sources.</li> <li>Begin to recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> </ul>	
Age Related =	RETELL with some accuracy	<ul style="list-style-type: none"> <li>Retell a religious story in any form, identifying people, place and begin to sequence.</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Retell what they know about people in the local, national and universal church.</li> <li>Retell what they know about key figures in the history of the people of God.</li> <li>Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.</li> <li>Use some given religious words and phrases, in context.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>	
Working Above Age related +	Begin to / DESCRIBE	<ul style="list-style-type: none"> <li>Begin to describe how people act in a particular way because of their beliefs.</li> <li>Begin to describe some of the actions and choices of believers that arise because of their beliefs.</li> <li>Begin to describe the life and work of some key figures in the history of the People of God.</li> <li>Begin to describe different roles of some people in the local, national and universal Church.</li> <li>Begin to describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.</li> <li>Begin to describe key characters and events (in correct sequence), in stories from scripture that have been simplified.</li> <li>Use religious words and phrases, in context, with some accuracy.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>	

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS & EVALUATION				
Yr 2	Age 6-7	Developing knowledge & Understanding	Making Links and Connections	Historical Development	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	RETELL with some accuracy	<ul style="list-style-type: none"> <li>Retell a religious story in any form, identifying people, place and begin to sequence.</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used.</li> <li>Retell what they know about people in the local, national and universal church.</li> <li>Retell what they know about key figures in the history of the people of God.</li> <li>Retell, in any form, beginning to recognise signs and symbols, the celebration of a sacrament – e.g. A Baptism.</li> <li>Use some given religious words and phrases, in context.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>						
Age Related =	DESCRIBE with some accuracy	<ul style="list-style-type: none"> <li>Describe, with some accuracy, how people act in a particular way because of their beliefs.</li> <li>Describe, with some accuracy, some of the actions and choices of believers that arise because of their beliefs.</li> <li>Describe, with some accuracy, the life and work of some key figures in the history of the People of God.</li> <li>Describe, with some accuracy, different roles of some people in the local, national and universal Church.</li> <li>Describe, with some accuracy, some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism.</li> <li>Describe, with some accuracy, key characters and events (in correct sequence), in stories from scripture that have been simplified.</li> <li>Use religious words and phrases, in context, with some accuracy.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>						
Working Above Age related +	DESCRIBE and begin to GIVE REASONS	<ul style="list-style-type: none"> <li>Describe key characters and places in a religious story <b>beginning to give reasons</b> for their actions.</li> <li>Describe the life and work of some key figures in the history of the People of God <b>beginning to give reasons</b> for their actions.</li> <li>Describe different roles of some people in the local, national and universal Church <b>beginning to give reasons</b> for their actions.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism, <b>beginning to give reasons</b> for these.</li> <li>Use religious words and phrases, in context, with accuracy.</li> </ul>				<ul style="list-style-type: none"> <li>Say what they wonder about.</li> <li>Ask wondering questions about all areas of study.</li> <li>Recognise that some questions are difficult to answer.</li> <li>Talk about their own feelings, experiences and the things that matter to them.</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>		<ul style="list-style-type: none"> <li>Begin to express a point of view or a preference.</li> </ul>				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 3	Age 7-8	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	<b>DESCRIBE and begin to GIVE REASONS</b>	<ul style="list-style-type: none"> <li>• <b>Retell and describe</b> a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>• <b>Describe</b> key characters and places in a religious story <b>beginning to give reasons</b> for their actions.</li> <li>• <b>Describe</b> the life and work of some key figures in the history of the People of God <b>beginning to give reasons</b> for their actions.</li> <li>• <b>Describe</b> different roles of some people in the local, national and universal Church <b>beginning to give reasons</b> for their actions.</li> <li>• <b>Describe</b> some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. e.g. A Baptism and <b>begin to give reasons</b> for these.</li> <li>• Use religious words and phrases, in context, with accuracy.</li> </ul>				<ul style="list-style-type: none"> <li>• Say what they wonder about.</li> <li>• Ask wondering questions about all areas of study.</li> <li>• Recognise that some questions are difficult to answer.</li> <li>• Talk about their own feelings, experiences and the things that matter to them.</li> <li>• Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to express a point of view or a preference.</li> </ul>				
Age Related =	<b>DESCRIBE and GIVE REASONS</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.</li> <li>• <b>Describe with some detail and accuracy</b> <ul style="list-style-type: none"> <li>○ a range of religious beliefs and <b>give reasons</b> for these</li> <li>○ the life and work of key figures in the history of the people of God <b>giving reasons</b> for their actions.</li> <li>○ the different roles of people in the local, national and universal Church <b>giving reasons</b> for their actions.</li> <li>○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and <b>give reasons</b> for these.</li> <li>○ those actions of believers which arise as a consequence of their beliefs, <b>giving reasons</b> for these.</li> </ul> </li> <li>• Use a wider range of religious vocabulary with some accuracy</li> </ul>				<ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to express a point of view or a preference.</li> <li>• Begin to use sources provided (artefacts, religious books, symbols) as evidence.</li> </ul>				
Working above Age related +	<b>MAKE LINKS &amp; CONNECTIONS</b>	<ul style="list-style-type: none"> <li>• <b>Make links</b> between <ul style="list-style-type: none"> <li>○ Beliefs &amp; sources, <b>giving reasons</b> for beliefs</li> <li>○ Beliefs &amp; worship, <b>giving reasons</b> for actions and symbols</li> <li>○ Beliefs &amp; life, <b>giving reasons</b> for actions and choices</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others.</li> </ul>		<ul style="list-style-type: none"> <li>• Express a point of view or preference</li> <li>• Begin to make links to sources to support a point of view.</li> </ul>				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 4	Age 8-9	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working towards Age Related -	<b>DESCRIBE and GIVE REASONS</b>	<ul style="list-style-type: none"> <li>Describe a variety of narratives that are accurate in their sequence and details and that correspond to the scripture sources used.</li> <li>Describe with some detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs and give reasons for these</li> <li>the life and work of key figures in the history of the people of God giving reasons for their actions.</li> <li>the different roles of people in the local, national and universal Church giving reasons for their actions.</li> <li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and give reasons for these.</li> <li>those actions of believers which arise as a consequence of their beliefs, giving reasons for these.</li> </ul> </li> <li>Use a range of religious vocabulary with some accuracy</li> </ul>				<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.</li> </ul>		<ul style="list-style-type: none"> <li>Begin to express a point of view or a preference.</li> <li>Begin to use sources provided (artefacts, religious books, symbols) as evidence.</li> </ul>				
Age Related =	<b>DESCRIBE and MAKE LINKS &amp; CONNECTIONS</b>	<ul style="list-style-type: none"> <li>Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used.</li> <li>Describe with increasing detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs and where possible make links and connections.</li> <li>the life and work of key figures in the history of the people of God making links and connections between them where possible.</li> <li>the different roles of people in the local, national and universal Church, their actions and making links and connections between them where possible.</li> <li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and making links and connections between them where possible.</li> <li>those actions of believers which arise as a consequence of their beliefs, making links and connections between them where possible.</li> </ul> </li> <li>Make links between:               <ul style="list-style-type: none"> <li>beliefs &amp; sources, giving reasons for beliefs</li> <li>beliefs &amp; worship, giving reasons for actions and symbols</li> <li>beliefs &amp; life, giving reasons for actions and choices</li> </ul> </li> <li>Use a range of religious vocabulary with accuracy</li> </ul>				<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference</li> </ul>				
Working Above Age related +	<b>SHOW KNOWLEDGE and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</li> <li>Show knowledge and understanding of, by making links between:               <ul style="list-style-type: none"> <li>beliefs &amp; sources</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>		<ul style="list-style-type: none"> <li>Use more than one source to support a point of view.</li> <li>Express a point of view and begin to give reasons for it.</li> <li>Begin to arrive at judgements.</li> <li>Begin to recognise difference, comparing and contrasting different points of view.</li> </ul>				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 5	Age 9-10	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	<b>DESCRIBE and MAKE LINKS &amp; CONNECTIONS</b>	<ul style="list-style-type: none"> <li>Describe, with increasing detail, a variety of narratives that are accurate in their sequence and that correspond to the scripture sources used.</li> <li>Describe with increasing detail and accuracy:               <ul style="list-style-type: none"> <li>a range of religious beliefs and where possible <b>make links and connections</b>.</li> <li>the life and work of key figures in the history of the people of God <b>making links and connections</b> between them where possible.</li> <li>the different roles of people in the local, national and universal Church, their actions and <b>making links and connections</b> between them where possible.</li> <li>religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. E.g. A Baptism and <b>making links and connections</b> between them where possible.</li> <li>those actions of believers which arise as a consequence of their beliefs, <b>making links and connections</b> between them where possible.</li> </ul> </li> <li>Make links between:               <ul style="list-style-type: none"> <li>beliefs &amp; sources, giving reasons for beliefs</li> <li>beliefs &amp; worship, giving reasons for actions and symbols</li> <li>beliefs &amp; life, giving reasons for actions and choices</li> </ul> </li> <li>Use a range of religious vocabulary with accuracy</li> </ul>				<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> <li>Express a point of view</li> <li>Express a preference</li> </ul>				
Age Related =	<b>SHOW KNOWLEDGE and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</li> <li>Show knowledge and understanding of, by making links between:               <ul style="list-style-type: none"> <li>beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>Use a range of religious vocabulary more widely and accurately</li> </ul>				<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>		<ul style="list-style-type: none"> <li>Use more than one source to support a point of view.</li> <li>Express a point of view and begin to give reasons for it.</li> <li>Begin to arrive at judgements.</li> <li>Begin to recognise difference, comparing and contrasting different points of view.</li> </ul>				
Working Above Age related +	<b>SHOW KNOWLEDGE and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>a range of scripture</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>Show knowledge and understanding, providing detail and links between:</li> </ul>				<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>		<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> <li>Arrive at judgements</li> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>				

		KNOWLEDGE & UNDERSTANDING (Learning About)				ENGAGEMENT & RESPONSE (learning from)		ANALYSIS AND EVALUATION				
Yr 6	Age 10-11	Developing knowledge and understanding	Making Links and connections	Historical Dev	Specialist Vocabulary	Meaning and Purpose	Beliefs & Values	Use of sources as evidence	Construct arguments	Make judgements	Recognise diversity	Analyse and deconstruct
Working Towards Age Related -	<b>SHOW KNOWLEDGE and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of a range of scripture passages that are accurate in their sequence and that correspond to the scripture sources used.</li> <li>• Show knowledge and understanding of, by making links between:               <ul style="list-style-type: none"> <li>○ beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>• Use a range of religious vocabulary more widely and accurately</li> </ul>				<ul style="list-style-type: none"> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>		<ul style="list-style-type: none"> <li>• Use more than one source to support a point of view.</li> <li>• Express a point of view and begin to give reasons for it.</li> <li>• Begin to arrive at judgements.</li> <li>• Begin to recognise difference, comparing and contrasting different points of view.</li> </ul>				
Age Related =	<b>SHOW increasing KNOWLEDGE and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Show increasing knowledge and understanding of:               <ul style="list-style-type: none"> <li>○ a range of religious beliefs</li> <li>○ a range of scripture</li> <li>○ the life and work of key figures in the history of the People of God</li> <li>○ what it means to belong to a church community</li> <li>○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> <li>• Show increasing knowledge and understanding, providing detail and links between:               <ul style="list-style-type: none"> <li>○ beliefs &amp; sources; beliefs &amp; worship; beliefs &amp; life</li> </ul> </li> <li>• Use a range of religious vocabulary widely, accurately and appropriately</li> </ul>				<ul style="list-style-type: none"> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>		<ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> <li>• Express a point of view and give reasons for it</li> <li>• Arrive at judgements</li> <li>• Recognise difference, comparing and contrasting different points of view.</li> </ul>				
Working Above Age related +	<b>EXPLAIN using evidence</b>	<ul style="list-style-type: none"> <li>○ Explain the meaning and purpose of a range of scripture passages.</li> <li>○ Explain using multiple sources as evidence, at least two of the following:               <ul style="list-style-type: none"> <li>○ a range of religious beliefs</li> <li>○ the life and work of key figures in the history of the People of God</li> <li>○ what it means to belong to a church community</li> <li>○ religious signs and symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> <li>○ Explain by providing detail the links between:</li> </ul>				<ul style="list-style-type: none"> <li>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> <li>• Show an understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>		<ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> <li>• Debate a point of view showing an awareness of different views</li> <li>• Arrive at judgements and begin to provide evidence</li> <li>• Recognise difference; divergent views and practices within and between religions</li> </ul>				