|  |
| --- |
| **Age related expectations: Early Years Foundation Stage** |
| ***Ideas & Investigation of religions and worldviews***   * talk about what items and people are important to them and to other people * show awareness and sensitivity towards their own and others’ needs, views and feelings * show awareness of how people can care for living beings * respect their own and others’ ways of life   ***Knowledge and understanding of Christianity***   * talk about a story about Jesus or a story Jesus told that shows Christian concern for others * talk about the creation story and how some Christians show their care for the natural world * recognise some items found in a church that are connected with important Christian beliefs or practices * recall at least one person associated with the life of a church   ***Knowledge and understanding of religions or worldviews other than Christianity***   * talk about a story from the religion or worldview being studied * talk about the natural world and how care is shown for all living things * recognise some items that are connected with important beliefs or practices * recall at least one person associated with the life of the religion or worldview being studied |

|  |
| --- |
| **Age related expectations: Year 1** |
| ***Investigation of religions and worldviews***   * talk about what is important to them and to other people with respect for feelings; * talk about some things about people, that make people ask questions; * provide a reason for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * recall the key features of the Gospel story of Christmas * say something about how and why Christians try to help others * provide a reason for the views they have and the connections they make   ***Knowledge and understanding of religions or worldviews other than Christianity***   * recall key features of an inspirational event, place, ritual or special occasion; * say how stories in a selected tradition are inspirational for believers; * say something about how and why followers of this tradition try to help others; * provide a reason for the views they have and the connections they make. |

|  |
| --- |
| **Minimum expected requirements - Year 2** |
| ***Investigation of religions and worldviews***   * ask their own questions, about human nature, God/deity, special people and special occasions * provide a valid reason for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * recall the key features of the Gospel story of Easter * say something about how Christians talk about a relationship with God * provide a valid reason for the views they have and the connections they make   ***Knowledge and understanding of religions or worldviews other than Christianity***   * recall stories about an inspirational person * say how stories in a selected tradition are inspirational for believers * say something about how and why followers of this tradition try to help others * provide a valid reason for the views they have and the connections they make |

|  |
| --- |
| **Minimum expected requirements - Year 3** |
| ***Investigation of religions and worldviews***   * ask important questions about the practice of faith and compare some different possible answers * link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied * provide valid reasons for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * suggest what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection * describe a way in which some Christians work together locally * describe the importance of the Bible for Christians and give examples of how it is used * provide valid reasons for the views they have and the connections they make   ***Knowledge and understanding of religions or worldviews other than Christianity***   * describe what some of the arts in the tradition being studied might mean to believers * describe some of the rules and guidance used by believers * provide valid reasons for the views they have and the connections they make |

|  |
| --- |
| **Minimum expected requirements - Year 4** |
| ***Investigation of religions and worldviews***   * compare different ideas about God and humanity in the traditions studied * ask important questions about the practice of faith and compare some different possible answers * link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied * provide good reasons for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others * describe a way in which some Christians work together globally * explain the importance of the Bible for Christians and give examples of how it is used * provide good reasons for the views they have and the connections they make   ***Knowledge and understanding of religions or worldviews other than Christianity***   * describe what believers might learn from the significant texts/writings being studied * describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used * describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions * provide good reasons for the views they have and the connections they make |

|  |
| --- |
| **Minimum expected requirements - Year 5** |
| ***Investigation of religions and worldviews***   * describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview * ask important questions about social issues and suggest what might happen depending on different moral choices * provide good reasons for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * make links between Jesus’ life and teaching and different forms of Christian action, such as in rituals and charitable acts * describe how Christians express beliefs about Jesus as ‘Son of God’ and ‘Saviour’ in worship and art * describe and compare different ideas Christians may have about salvation and life after death * provide good reasons for the views they have and the connections they make   ***Knowledge and understanding of religions or worldviews other than Christianity***   * make links between some texts and symbols from religion and belief and guidance on how to live a good life * describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities * describe and compare different ideas from the tradition being studied about the meanings of life and death * provide good reasons for the views they have and the connections they make |

|  |
| --- |
| **Minimum expected requirements - Year 6** |
| ***Investigation of religions and worldviews***   * ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief * ask important questions about social issues and suggest what might happen depending on different moral choices * provide good reasons for the views they have and the connections they make   ***Knowledge and understanding of Christianity***   * describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal ‘spiritual’ experience; * describe how Christians express beliefs about Jesus as ‘Son of God’ and ‘Saviour’ in worship and art; * describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;   ***Knowledge and understanding of religions or worldviews other than Christianity***   * describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities * describe and compare different ways of demonstrating a commitment to a tradition of religion and belief * describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts * provide good reasons for the views they have and the connections they make |