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Nursery	Festivals and celebrations linked to cohort. – Continue developing positive attitudes about the differences between people. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. *Continue developing positive attitudes about the differences between people. *Develop their sense of responsibility and membership of a community. *Understand gradually how others might be feeling.		
Reception	*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Show sensitivity to their own and to others needs. * Work and play cooperatively and take turns with others.		
	Knowledge and Understanding	Expressing and communicating ideas	Gaining and deploying skills
Y1	<ul style="list-style-type: none"> * I can talk about some simple ideas about Christian beliefs about God and Jesus. * I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. * I can re-tell a story about the life of the Prophet Muhammad. * I can recognise some objects used by Muslims and suggest why they are important. * I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. * I can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. * I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. * I can re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. * I can Identify two ways people show they belong to each other when they get married. * I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. 	<ul style="list-style-type: none"> * I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. * I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<ul style="list-style-type: none"> * I can respond to examples of co-operation between different people. * I can give examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. * I can talk about issues of good and bad, right and wrong arising from religious stories. * I can ask some questions about believing in God and offer some ideas of my own.

Y2	<ul style="list-style-type: none"> * I can talk about how the mezuzah in the home reminds Jewish people about God. * I can re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. * I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. * I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. * I can re-tell Bible stories and stories from another faith about caring for others and the world. 	<ul style="list-style-type: none"> * I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. * I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. * I can ask good questions during a school visit about what happens in a church, synagogue or mosque. * I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. * I can identify ways that some people make a response to God by caring for others and the world. 	<ul style="list-style-type: none"> * I can ask and suggest answers to questions arising from stories Jesus told and from another religion. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. * I can use creative ways to express their own ideas about the creation story and what it says about what God is like. * I can ask some questions about believing in God and offer some ideas of my own. * I can describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.
Y3	<ul style="list-style-type: none"> * I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. * I can describe some ways in which Hindus express their faith through puja, aarti and bhajans. * I can suggest why having a faith or belief in something can be hard. * I can identify how and say why it makes a difference in people's lives to believe in God. * I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. * I can describe some ways in which Christians express their faith through hymns and modern worship songs. * I can describe the practice of prayer in the religions I have studied. * I can make connections between what people believe about prayer and what they do when they pray. 	<ul style="list-style-type: none"> * I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes). * I can describe some of the ways in which Christians Hindus and/or Muslims describe God. * I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. * I can describe ways in which prayer can comfort and challenge believers. 	<ul style="list-style-type: none"> * I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. * I can ask questions and suggest some of my own responses to ideas about God. * I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including helping myself and helping others. * I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray

Y4	<ul style="list-style-type: none"> * I can suggest why some people see life as a journey and identify some of the key milestones on this journey. * I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. * I can make connections between some of Jesus' teachings and the way Christians live today. * I can describe how Christians celebrate Holy Week and Easter Sunday. * I can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. * I can make connections between stories of temptation and why people can find it difficult to be good. * I can describe how the way some people celebrate festivals might show something about their beliefs. * I can identify some differences in the way festivals eg Christmas are celebrated within and between different religious and non-religious worldviews. 	<ul style="list-style-type: none"> * I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. * I can identify the most important parts of Easter for Christians and say why they are important. * I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. * I can give examples of ways in which some inspirational people have been guided by their religion. * I can identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons. 	<ul style="list-style-type: none"> * I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. * I can discuss their own and others' ideas about how people decide right and wrong. * I can raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.
Y5	<ul style="list-style-type: none"> * I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad * I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils * I can make connections between the key functions of the mosque and the beliefs of Muslims * I can outline clearly a Christian understanding of what God is like, using examples and evidence * I can outline Jesus' teaching on how his followers should live. * I can make connections between how believers feel about places of worship in different traditions. 	<ul style="list-style-type: none"> * I can describe and reflect on the significance of the Holy Qur'an to Muslims. * I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging * I can express thoughtful ideas about the impact of believing or not believing in God on someone's life. * I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. * I can explain the impact Jesus' example and teachings might have on Christians today. * I can select and describe the most important functions of a place of worship for the community. * I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers. 	<ul style="list-style-type: none"> * I can present different views on why people believe in God or not, including their own ideas. * I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. * I can present ideas about the importance of people in a place of worship, rather than the place itself.

<p>Y6</p>	<ul style="list-style-type: none"> * I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. * I can describe and make connections between examples of religious creativity (buildings and art). * I can make connections between beliefs and behaviour in different religions. * I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. * I can describe examples of connections between anti- racism and religion. 	<ul style="list-style-type: none"> * I can describe some Christian and Humanist values simply. * I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. * I can show understanding of the value of sacred buildings and art. * I can suggest reasons why some believers see generosity and charity as more important than buildings and art. * I can outline the challenges of being a Hindu, Christian or Muslim in Britain today. * I can consider similarities and differences between beliefs and behaviour in different faiths * I can understand the challenges racism presents to human communities and consider different religious responses. 	<ul style="list-style-type: none"> * I can express my own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others I have studied. * I can apply ideas about values and from the scriptures to the question is it better to express your beliefs in art and architecture or in charity and generosity? * I can discuss my own and other's ideas about reducing racism and prejudice, informed by rich knowledge of case studies.
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