

	Understand Be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	Discern Be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	Respond Reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.
EYFS			
Year 1 How do people know about God? Revelation	Recognise Encounter Know Sequence Match Recall and retell Simple connections Use religious words/phrases	Talk about Think about Explore Experience Listen Imagine Ask 'I wonder'	Reflect Listen What can I do? Join in Sing Talk about Think about What does it mean to me?
Year 2 Baptism - being part of the Christian Community	Retell - with increasing detail Know Sequence Understand terms Correctly use religious words/phrases Identify Name Describe Make simple links and connections	Talk about, with links / reasons Respond to Express a point of view, with reason Make simple connections Explore meaning of symbols Listen to Consider Say what you wonder	Think about Awe and wonder Personal response - what can I do? What is the impact of my actions? What impact do actions have on friendship with God?
Age 5-7	Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. Correctly use religious words and phrases to recognise features of religious life and practice. Recognise links and simple connections between sources, beliefs, worship and life.	<ul style="list-style-type: none"> • Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. • Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. • Express a point of view with a relevant reason. • Express a preference with a relevant reason • Listen to the stories and experiences of others from different communities and ask 	<ul style="list-style-type: none"> • Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

		questions about the stories and experiences of others.	
Year 3 Eucharist	Revisit and remember Recognise Recall and retell Encounter and talk about meaning Make links and connections Describe Use religious vocabulary Give reasons Show knowledge of Show simple understanding	Imagine Think about and give reasons Suggest meaning Wonder why Explore Ask and answer questions Make links between beliefs and actions Consider Compare Reflect	What does this learning mean for life? Show understanding of how people should behave in knowledge of God Wonder Reflect Respond creatively Make connections between belief, actions and feelings.
Year 4 People whose lives have been transformed by faith and hope in God	Show some understanding Retell accurately and in detail Recognise Compare Make links and connections Correctly sequence Explain Describe Know Correctly use developing religious vocabulary	Describe and explain Consider Think and discuss Reflect Respond Suggest reasons Give reasons for personal preference Express a point of view supported by relevant reasons	What does this mean for our lives and the lives of our communities? How can lives be transformed by this learning? Consider Reflect Discuss.
Age 7-9	Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today. Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings. Make links between sources, beliefs, worship, and life, giving reasons for the links.	<ul style="list-style-type: none"> • Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. • Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) • Express a point of view with reasons that relate to sources/experiences. • Express a judgement with relevant reasons, having considered different preferences. • Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose. 	Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. <ul style="list-style-type: none"> • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

<p>Year 5</p> <p>Significance of the OT as part of Christian understanding of the Revelation of Jesus</p> <p>Moses David</p>	<p>Correctly use developing and specialist vocabulary</p> <p>Retell</p> <p>Know and explain</p> <p>Compare</p> <p>Describe</p> <p>Make links</p> <p>Recognise</p> <p>Show understanding</p>	<p>Play with possibilities, asking questions</p> <p>Express a point of view – give reasons linked to church teaching</p> <p>Explain thinking</p> <p>Wonder about</p> <p>Discuss</p> <p>Explore meaning</p>	<p>Reflect</p> <p>Discuss and dialogue</p> <p>Consider</p>
<p>Year 6</p> <p>Gospel of St. John Women in the OT Mary</p>	<p>Show knowledge and understanding</p> <p>Explain and make relevant links</p> <p>Use specialist theological / religious vocab / language</p> <p>Describe and explain, with examples</p> <p>Contrast</p>	<p>Articulate reasons</p> <p>Offer reasoned arguments for own judgement</p> <p>Discuss why there might be different answers/opinions</p> <p>Explore interpretations</p> <p>Express personal point of view</p> <p>Listen to contrary points of view</p> <p>Compare and contrast points of view</p> <p>Play with possibilities</p>	<p>Consider</p> <p>Reflect on</p> <p>Compare experiences</p> <p>Prayerfully reflect</p> <p>Identify ways</p> <p>Describe actions which could be taken to transform communities</p> <p>Identify ways</p>
<p>Age 9-11</p>	<ul style="list-style-type: none"> • Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time. • Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions. • Show understanding of sources, beliefs, worship, and life, by making relevant links between them. 	<p>Play with possibilities, asking ‘what if?’ questions, building logical theories, and imagining different people’s responses.</p> <ul style="list-style-type: none"> • Explore how they and others interpret their own and the maker’s meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) • Appreciate differing points of view are not all equally valid. • Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. • Consider people’s different worldviews, using evidence to express insight into differences in their responses 	<p>Reflect on the meaning of what they have learned for their own lives.</p> <p>Compare their own and others’ experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life.</p> <ul style="list-style-type: none"> • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

		and offer reasoned arguments why they disagree with some features	
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