

### Subject Specific-Skills: Age-related expectations in RE

Year	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	Living (Religious practices and ways of living; questions about values and commitments)
<b>Nur (Discovering)</b>	To be able to: <ul style="list-style-type: none"> <li>F1. Know which people are special to me and why.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>F3. Know which items and places are special to me and why.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>F5. Know where I belong (in my school, in my community and in the world).</li> </ul>
<b>Rec (Discovering)</b>	To be able to: <ul style="list-style-type: none"> <li>F2. Know which people and stories are special to religious people and why.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>F4. Know which places and times are special to religious people and why.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>F6. Know what is special about our world and why.</li> </ul>
<b>1 (Exploring)</b>	To be able to: <ul style="list-style-type: none"> <li>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> </ul>
<b>2 (Exploring)</b>	To be able to: <ul style="list-style-type: none"> <li>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>
<b>3 (Connecting)</b>	To be able to: <ul style="list-style-type: none"> <li>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.)</li> </ul>

	important points in life, in order to reflect on their significance.		reasoning, music, art and poetry.
<b>4 (Connecting)</b>	To be able to: <ul style="list-style-type: none"> <li>A2. Describe and understand links between stories and other aspects of the communities they are investigating.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B2. Understand the challenges of commitment to a community of faith or belief.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</li> </ul>
<b>5</b>	To be able to: <ul style="list-style-type: none"> <li>A2. Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B2. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C2. Respond thoughtfully to ideas about community, values and respect.</li> </ul>
<b>6</b>	To be able to: <ul style="list-style-type: none"> <li>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> </ul>	To be able to: <ul style="list-style-type: none"> <li>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>