

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

B3 Curriculum framework attainment target for KS2: 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.

	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Similarities and differences	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Exploring similarities and differences within religions and worldviews.</p> <p>Commenting on examples of diverse people and groups cooperating.</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Identifying similarities and differences within religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Exploring the ways diverse people and groups can work together for good.</p>	<p>Interpreting expressions of the same concept by people whose worldview differs.</p> <p>Interpreting expressions of the same concept by people with the same worldview</p> <p>Exploring why people from the same religion may disagree.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p>
Making links	<p>Making links between religious and non-religious beliefs and practices.</p>	<p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p>	<p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognising links with prior learning when encountering new content.</p>	<p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p>
Responding respectfully and empathetically	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use correct vocabulary when talking about their learning.</p>	<p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p> <p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Using correct vocabulary when talking and beginning to use in written work.</p>	<p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Asking questions about how people show their faith and considering why they might have these questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p>

Ways of knowing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✓	✓	✓	✓	✓	✓
Looking at artefacts	✓	✓	✓	✓		✓
Interviewing others	✓			✓	✓	✓
Using surveys		✓		✓	✓	✓
Debating and discussing	✓	✓	✓	✓	✓	✓
Interpreting art	✓	✓	✓	✓	✓	✓
Listening to music		✓	✓		✓	
Dramatising, role-play or dancing	✓	✓		✓		
Analysing texts			✓	✓	✓	✓
Experiencing	✓		✓			✓
Looking at news reports					✓	✓
Looking at photographs and images	✓	✓	✓	✓	✓	✓
Interpreting historical sources				✓	✓	
Using video or audio footage.		✓	✓	✓	✓	✓
Using maps				✓	✓	✓
Using first-hand accounts	✓	✓	✓	✓	✓	✓

C1 Curriculum framework attainment target for KS1: 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.

C3 Curriculum framework attainment target for KS1: Find out about questions of right and wrong and begin to express **their ideas** and opinions in response.

Year 1

Year 2

Positionality: During Key stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.

Talking about simple ideas and things that puzzle them about belief in god.

Using art to show their ideas about identity and belonging.

Sharing opinions respectfully about what is important to them and what is important to others.

Expressing their own ideas and opinions based on personal experience and the beliefs of family members.

Using various art forms to express their ideas.

Asking their own questions about the world around them.

Discussing their ideas about what is right and wrong.

Asking questions about what puzzles them about religious and non religious stories and texts they have read.

Expressing creatively their own ideas about the questions: Who am I? Where do I belong?

Understanding that others may have different ideas from their own and responding respectfully.

Expressing their own ideas and opinions, including considering worldviews studied.

Explaining how they have expressed their ideas through art.

Asking thoughtful questions relating to their learning.

Explaining why they feel something is right or wrong and comparing their ideas to others.

C1 Curriculum framework attainment target for KS2: 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

C3 Curriculum framework attainment target for KS2: 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.

Lower key stage 2

Positionality: Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others' beliefs and presumptions and how these affect their responses to the concept and contents taught.

Discussing their own views about belonging, meaning, purpose and truth.

Presenting different views thoughtfully and creatively, using evidence from learning.

Asking open questions and suggesting responses.

Discussing their own and others' ideas about deciding what is right and wrong.

Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.

Thinking about their own ideas about God in light of their learning, experiences and discussions.

Upper key stage 2

Positionality: Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others' viewpoints, practising tolerance, acceptance and respect.

Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.

Using creativity to present their own and others' ideas, explaining their choices.

Asking and exploring questions from different perspectives, including their own.

Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.

Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.

Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.

Expressing their own thoughts about the existence and nature of God.