

	Working Towards	At Age Related	Greater Depth
<b>Believing Lens (theological)</b>			
Express their understanding of religious concepts in theological terms.	use basic RE vocabulary but inconsistently. Describe basic concepts without always naming it and need scaffolding to explain the meaning.	accurately use key theological terms and explain concepts clearly and correctly. Link beliefs to religious teachings.	compare theological ideas across a range of world religions.
Suggest meanings for a range of forms of expression, using RE-specific vocabulary.	identify religious art, music, symbols or rituals and be able to give a simple meaning with a short explanation. children might use RE vocabulary within this.	start to interpret religious symbols, rituals, art, music or actions with increased use of RE vocabulary. Children will start to explain how expression links to belief.	children are able to interpret religious rituals, symbols etc. while using religious knowledge to suggest the meaning. Children do this while being respectful to religions
Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles.	children to be able to retell key texts with support using one source (possibly the text being used) to make a point.	refer to specific texts or sources (pictures or music) be able to clearly explain ideas.	compare using multiple sources including key vocabulary about what has been studied in class.
Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives.	children aware that interpretations may differ and they can give an example of this using limited vocabulary.	explain different interpretations within or across religions -using a range of religious vocabulary	explore different religious beliefs and differences linking beliefs and lived experiences while showing respect for all world religions.
<b>Thinking Lens (philosophical)</b>			

Explain why people belong to religions and beliefs.	give one simple reason for belonging but might need some prompting to expand ideas and make links.	explain different reasons for belonging and recognise a social aspect to belonging. Might start to link to lived experiences.	explore connections with belonging in a deeper sense and recognise that 'belonging' might feel different to different people
Ask and answer questions and present clearly their own views on religious and belief matters, whilst respectfully considering others' viewpoints, recognising that others might think differently.	ask simple questions and state opinions without explanations.	ask more thoughtful questions and be able to explain own views clearly. Consider others viewpoints with respect and consideration.	be able to engage in a balanced discussion while showing maturity and empathy towards others.
Reflect on different worldviews about the meaning and purpose of life, drawing upon the search for truth and their own and others' lives.	be able to identify one belief about life's meaning and begin to make some links to real life. Might need some support to show reflection.	can compare religious and non religious world views. reflect on how belief impacts our choices and use some examples from learning and life.	start to explore more abstract ideas and reflect more deeply on truth, purpose and meaning while showing personal insights.
Suggest what might happen because of their own and others' thinking, views or actions, drawing on examples from their learning about faith and beliefs.	make simple cause and effect links with limited examples and needed some prompting to explain consequences.	explain consequences of beliefs and actions using examples from religious learning and showing the impact this has on others	consider the wider impact on consequences and show thoughtful judgement while including own experiences and learning.
Reflect on and explain how sources of inspiration and influence make a difference to themselves and others, relating these to their own and others' lives.	make simple personal links with one source of inspiration while some support might be needed to explain the impact.	explain how inspiration affects behaviour while making links to own and others lives. Can give examples.	reflect deeply and personally. comparing religious and non religious views/inspirations.

<p>Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p>	<p>Able to respond to questions with simple opinions and show curiosity alongside limited personal insights and experiences to share.</p>	<p>developing personal insights while linking to own worldview.</p>	<p>articulate a clear, reflective personal worldview showing independent thinking and showing self awareness.</p>
<p><b>Living Lens (sociological)</b></p>			
<p>Explore and explain the impact of diversity within their own and the national and global community.</p>	<p>identify examples of diversity being able to describe differences but focusing mostly on facts.</p>	<p>start to explain how diversity affects local and national communities using some examples from RE and showing respect and understanding of differences</p>	<p>explore positive and challenging impacts of diversity. making links between local, national and global contexts</p>
<p>Identify and reflect deeply upon connections between questions, beliefs, values, practices and ways of life, explaining their importance to themselves and different communities.</p>	<p>identify one connection (eg belief - action) reflecting with support and focus on others rather than themselves.</p>	<p>explain clear links between belief, values and practices. Reflect on why these matter to individuals and groups including some personal reflection.</p>	<p>explore complex connections and reflect deeply on a personal level</p>
<p>Investigate and describe, using RE-specific vocabulary, similarities and differences in lived experience.</p>	<p>describe religious practices, such as praying, accurately, using some RE specific vocabulary. Children describe differences more freely than similarities.</p>	<p>compare lived experiences across religions using vocabulary accurately. explaining both differences and similarities.</p>	<p>children show a deeper understanding across religions using vocabulary accurately and looking at variations within religions and practices.</p>
<p>Describe in depth the impact of beliefs, practices and faith upon different people.</p>	<p>describe simple impacts of religion with more generalised statements.</p>	<p>explain the impact of religion on individuals and communities using some examples from taught RE.</p>	<p>children to describe in more depth a varied impact religion may have in different aspects of life. considering social, emotional and moral effects.</p>