

| | Working Towards | At Age Related | Greater Depth |
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| Believing Lens (theological) | | | |
| Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas. | Describe with limited vocabulary the meaning of some symbols | Mostly use correct vocabulary and give an idea on the meaning of most religious symbols | To use corect vocaulary when talking about importance of symbols and expressions |
| Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.) | Make simple links between 2 religions (similarities and differences) | To be ble to look at similarities and differences between different religions that have been explicitly taught in a range of different links | to be able to look at a range of different aspects of religion and make links. These could be from explicitly taught religions or home experences. |
| Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning. | Start to identify some similarities and differences | Be able to use some examples from learning to explain similarities and differences between religions | Using examples from learning to explain similarities and differences between taught religions. |
| Thinking Lens (philosophical) | | | |
| Compare and reflect deeply on their own ideas, feelings and influences with those of others. | start to reflect on own personal ideas, beliefs and influences. | Be able reflect on personal beliefs/feelings while listening to others | Be able to share personal beliefs, ideas and influences with others in a repectful maner |
| Give reasons for views, beliefs and actions, especially in relation to their own developing worldview. | to know own views, beliefs and actions | start to understand reasons behind own views, beliefs and actions | be able to justify/give reasons for why they have views, beiefls and their actions with a world view. |
| Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning. | think about questions to ask about life experiences | able to ask questions to others with different beliefs. Start to compare | to be able to ask a range of questions about life and compare the answers to own self/expereinces |

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| <p>Make links between what they and other people think about what is important in life, values, God, being human and how to live.</p> | <p>understand own wn views on what is important in life, own values, about God and how we live</p> | <p>know their own views on what is important in life, own values, about God and how we live know that others might think differently</p> | <p>Make links with others views on what is important in life, own values, about God and how we live in comaparison to their own</p> |
| <p>Living Lens (sociological)</p> | | | |
| <p>Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> | <p>identify one religion and a feature of it. Recognises that different religions exist and with support spot a similarity or difference</p> | <p>identify similarities and differences between 2 religions. begin to connect belief and practices while using simple RE vocabulary.</p> | <p>make independent comparisons across religions. Explaining they 'why' some similarities and differences might exist. Recognise that people within the same religion may practice differently</p> |
| <p>Identify and reflect deeply upon the impact of values, beliefs and religious practices relating it to their and other people's lives – individually or as a community, - e.g. how people worship; how they live out their faith / belief; etc.</p> | <p>describe one practice linked to a belief. respond to questions with prompting or sentence starters. children also recognise that beliefs affect what people do.</p> | <p>children to explain that beliefs affect daily life making links between people and communities.Begin to reflect on how beliefs influence actions and choices.</p> | <p>children make links between beliefs, values and behaviouralso recognising both religious and non religious world views.</p> |