

RE Learning Ladder	Age related expectations				Greater Depth
	Believing	Belonging	behaving	REFLECTING, RESPONDING and MAKING LINKS	
Foundation	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.				They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Year 1	Recognise that Christians and Jews believe in one God. Recognise that we celebrate Christmas and Easter because of Jesus. Recall the stories of when Jesus was born and when he died.	To know some stories from the bible / Torah and explain why they are important to Christians/Jews.	To know that there are special places that people go to worship.	Compare own lives to Christians and Jews.	Pupils can describe a few things that a believer might learn from a religious story.
Year 2	Understand why the bible is important to Christians and why the Torah is important to Jews. Retell a selection of key stories, making links to the core beliefs.	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	Recognise that we celebrate special occasions because of religious beliefs (Hanuka, Passover, Sukkot, Christmas, Easter)		Can describe some similarities and differences between religions.
Year 3	Identify the role of some religious figures in the core beliefs and stories - Jesus, Moses, Rama, Sita, Hindu Gods, Muhammad. Identify different types of texts within sacred writings - laws, stories narratives, prayers, poems e.g. <i>Bible</i> – new testament, old testament, prayers, laws, stories. <i>Vedas</i> – Rig Veda, Sama Veda, Yajur Veda, Atharva Veda.	Identify the key practices of a faith – celebrations, prayers, worship, clothing, reading scripture, pilgrimage etc. Identify the key differences between denominations or sects.	Describe how beliefs influence worship and lifestyle – celebrations, prayers, worship, clothing, reading scripture, pilgrimage etc.	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society. Make links between the teachings of religious figures and current leaders. Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.	Pupils can give their own views in more detail and describe the views of others.
Year 4	Describe the lives of the most important religious figures and their place within the belief system - Jesus, Moses, Rama, Sita, Hindu Gods, Muhammad. Suggest meaning for the various kinds of writing found within sacred texts. e.g. <i>Bible</i> – new testament, old testament, prayers, laws, stories. <i>Vedas</i> – Rig Veda, Sama Veda, Yajur Veda, Atharva Veda.	Make links between the texts studied and the practice of faith in the community - celebrations, prayers, worship, clothing, reading scripture, pilgrimage etc.	Describe the beliefs that have the greatest impact on practice.		Pupils can say what religions teach about some of the big questions of life.
Year 5	Identify and describe the role of the bible and Qur'an in establishing belief systems and influencing religious leaders.	Make clear links between the texts and concepts studied and common practice	Describe some sacred Muslim occasions.	Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring. Weigh up the impact	Begin to explain the effects of beliefs and practices on individuals, communities and societies.

	Use technical and religious language to identify the different writings within the Bible and Qu'ran.	across denominations.	Describe some sacred Christian celebrations To understand why people go on pilgrims.	that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare the religious ideas to the opportunities and problems of the wider world	
Year 6	Recognise the role of inspirational Christians. Explain the connections between sacred texts and beliefs using theological terms.	Recognise that people can express their beliefs through art. Show how believers of Christianity and Muslims put their beliefs into practice in different ways	Explain how inspirational leaders might play a part in how believers interpret texts .		Use more religious and philosophical vocabulary when suggesting reasons for similarities and differences in the answers they give to moral questions.