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| Selby Community Primary School  RE end of Year expectations  **EYFS**  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | | | |
|  | A. Know about and understand a range of religious and non-religious worldviews. | B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. | C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. |
| **Year 1** | A1. Begin to recall and name different beliefs and practices.  A2. Begin to retell some religious and moral stories, exploring and discussing scared writings and sources of wisdom and recognising the traditions from which they come from.  A3 Begin to recognise some different symbols and actions which express a community's way of life. | B1. Start to ask and respond to questions about what individuals and communities do so that pupils can identify what difference belonging to a community might make.  B2. Observe different ways of expressing identify and belonging, and begin to recount them.  B3. Notice some differences between different religious and non religious worldviews. | C1. Explore questions about belonging, meaning and truth.  C2. Find out about examples of cooperation between people who are different.  C3. Find out questions of about right and wrong. |
| **Year 2** | A1. Recall and name different beliefs and practices to find out about the meanings behind them.  A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing scared writings and sources of wisdom and recognising the traditions from which they come from.  A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | 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.  B2. Observe and recount different ways of expressing identify and belonging, responding sensitively to themselves.  B3 Notice and respond sensitively to some differences between different religious and non religious worldviews. | C1. Explore questions about belonging, meaning and truth so they can express their own ideas and opinions in response using words, music, art or poetry.  C2. Find out about and respond with ideas to examples of cooperation between people who are different.  C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. |
| **Year 3** | A1. Describe different features of the religious and non-religious worldviews they study.  A2. Describe links between stories and other aspects of communities they are investigating.  A3. Explore a range of beliefs, symbols and actions so that they can begin to understand different ways of life. | B1 Begin to observe varied examples of religious and non-religious worldviews  B2 Begin to understand the challenges of commitment to a community or faith or belief | C1. Begin to discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth  C2. Begin to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. |
| **Year 4** | A1. Describe and begin to make connections between different features of the religious and non-religious worldviews they study.  A2. Describe and begin to understand links between stories and other aspects of communities they are investigating.  A3. Explore and begin to describe a range of beliefs, symbols and actions so that they can understand different ways of life. | B1 Begin to observe and understand varied examples of religious and non-religious worldviews  B2 Understand the challenges of commitment to a community or faith or belief  B3. Start to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. | C1. Discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth  C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.  C3. Begin to discuss their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair |
| **Year 5** | A1. Describe and make connections between different features of the religious and non-religious worldviews they study.  A2. Describe and understand links between stories and other aspects of communities they are investigating and begin to respond thoughtfully to a range of sources.  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. | B1 Observe and understand varied examples of religious and non-religious worldviews so that they can start to explain their meanings and significance to individuals and communities  B2 Understand the challenges of commitment to a community or faith or belief and start to make suggestions about why belonging to a community may be valuable  B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. | C1. Discuss and present thoughtfully their own and others views on challenging questions about belonging, meaning, purpose and truth  C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.  C3. Begin to discuss their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair |
| **Year 6** | A1. Describe and make connections between different features of the religious and non-religious worldviews they study.  A2. Describe and understand links between stories and other aspects of communities they are investigating, responding thoughtfully to a range of sources.  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. | B1 Observe and understand varied examples of religious and non-religious worldviews so that they can start to explain their meanings and significance to individuals and communities  B2 Understand the challenges of commitment to a community or faith or belief and make suggestions about why belonging to a community may be valuable  B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. | C1. Discuss and present thoughtfully their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas in their own in different forms.  C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all responding thoughtfully to ideas about community, values and respect.  C3. Discuss and begin to 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. |