

RE	EARLY YEARS (N and Rec)		KS1 (Y1 and 2)		Lower KS2 (Y3 and Y4)		Upper KS2 (Y5 and Y6)	
<p>EXPLORE Collecting and organising information on religious beliefs and practices.</p>	<p>CONTEXT: Christianity</p> <p>Describe beliefs and traditions of own families. What? How?</p>	<p>CONTEXT: Christianity; + examples of traditions from other religions practised in the class/ local community.</p> <p>Describe beliefs and traditions of own community. What? How?</p>	<p>CONTEXT: Christianity; Judaism; Humanism.</p> <p>CONCEPTS: belief, practice</p> <p>Describe key aspects of beliefs, values and practices.</p>	<p>CONTEXT: Christianity; Judaism; Islam.</p> <p>CONCEPTS: belief, practice</p> <p>Understand <i>why</i> key aspects of beliefs, values and traditions are practised.</p>	<p>CONTEXT: Christianity; Hinduism; Sikhism.</p> <p>CONCEPTS: faith, values</p> <p>Apply and Analyse by explaining themes/ ideas to do with beliefs and practices.</p>	<p>CONTEXT: Christianity; Judaism; Buddhism.</p> <p>CONCEPTS: faith, values</p> <p>Apply and Analyse by linking themes/ ideas to do with beliefs and practices.</p>	<p>CONTEXT: Christianity; Hinduism; Sikhism.</p> <p>CONCEPTS: morality, diversity</p> <p>Evaluate and Create by connecting to prior knowledge and wider experience.</p>	<p>CONTEXT: Christianity; Islam; Humanism.</p> <p>CONCEPTS: morality, diversity</p> <p>Evaluate and Create by generalising learning about beliefs and practices.</p>
<p>ENQUIRE Formal dialogue to interrogate ideas, concepts and beliefs. A search for truth and knowledge.</p> <p><i>Not all questions can be answered but all answers can be questioned.</i></p>	<p>CARING -listening when another person is talking.</p> <p>CRITICAL -sharing an idea</p> <p>COLLABORATIVE -taking turns -following the rules of a group or class.</p> <p>CREATIVE -identify when traditions and similar/ different</p>		<p>CARING -showing interest when another person is talking.</p> <p>CRITICAL - I think this ... because ...</p> <p>COLLABORATIVE --I agree with ... because... -I disagree with .. because ...</p> <p>CREATIVE make connections: -this reminds me of ... -this is the same as ... because ...</p>		<p>CARING -sensitive to different opinions</p> <p>CRITICAL -What do these words mean in this context? -What evidence supports this view?</p> <p>COLLABORATIVE Tell me more about ...Can you explain what you mean by ...</p> <p>CREATIVE -Question the viewpoints of others. -compare ideas to own experiences</p>		<p>CARING -understand viewpoints of others</p> <p>CRITICAL -What assumptions underpin this question/ viewpoint?</p> <p>COLLABORATIVE -Build on the view of others. -Adjust their own thinking in the light of others' opinions.</p> <p>CREATIVE -speculate by suggesting alternative explanations and conceptions.</p>	
<p>EMPATHISE Developing an awareness of the emotions of others in similar and increasingly different situations.</p>	<p>Awareness: Be kind.</p>	<p>Awareness: Different people enjoy different things.</p>	<p>Imagination: Being kind to others who behave or think differently.</p>	<p>Imagination: Valuing different opinions by seeing an event from another person's point of view.</p>	<p>Consideration: Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</p>	<p>Consideration: Recognise and explain the impact of beliefs on individuals and communities.</p>	<p>Empathy: Consider the thoughts and points of view of others including people beyond their own immediate contact.</p>	<p>Empathy: Understand some of the challenges offered by the variety of religions and beliefs in the modern world.</p>