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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Engage with concepts that are important to them and in different religions eg Christianity and Judaism
* Communicate own responses to the given concept through various mediums
* Know key people and key symbols from different religions
* Talk about key celebrations and stories from different religions
* Begin to talk about ways in which religious figures are special and why

*Key language: important, I think, special, unique, religion,belief, celebrations* | * Engage with concepts and begin to identify which ones are important to them in their own experiences and in different religions
* Communicate their own responses to the given concept using different mediums
* Begin to evaluate the importance and value of the concept within religious practice
* Apply the concept to their own lives and own experiences
* Begin to recognise some symbols and other forms of religious expressions
* Begin to recognise that different people believe in different religions
* Talk about ways in which religious figures are special and why
* Retell key points from some religious stories

*Key language: special, unique, religion, belief, faith, celebrations, authority, remembering* | * Engage with and compare concepts that are important to them in their own experiences and in different religions
* Independently communicate their own responses to the given concept using different mediums
* Independently evaluate the importance and value of different concepts within religious practice
* Independently apply the concepts to their own lives and own experiences
* Recognise symbols and other forms of religious expressions
* Shows awareness that different people belong and believe in different religions
* Talk about religious figures from Judaism and Christianity, able to say why they are special and why
* Recall and retell some religious stories
* Begin to make links between the messages between scared texts and the way people live

*Key language: important, special, unique, religion,belief, God, remembering* |
| Communicate | * Name and talk about key events that are important to them such as birthdays and celebrations eg Christmas
* Talk about key events important to their family eg birthdays
* Name some special objects used during the Jewish Shabbat meal and a Christmas meal
 | * Talk about key events that are important to them eg celebrations such as Christening, Baptism, Easter etc
* Begin to say why certain celebrations/events are important to people eg Shabbat, Harvest festival
* Begin to retell some religious stories using props
* Begin to identify some special objects used in different religions
* Talk about own special places and begin to explain why some places might be special to Christians and Jews
 | * Talk about and discuss key events that are important to them such as birthdays, celebrations and holidays (religious and non).
* Say why celebrations are important to Christians and Jews/ are an important part of Christianity/Judaism
* Retell a range of religious stories
* Independently identify special objects used in different religions and say why it is used
* Say why some places are important to Christians and Jews and what it reminds them of
* Talk about some things people believe about God
* Describe feelings that I have about belonging to a community eg school
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| Enquire | * Share own experiences of celebrations eg birthdays, christening
* Talk about what is important to me
* Begin to talk about what is important to others eg special places, special clothes
 | * Share own experiences of celebrations and link them to celebrations in different religions eg birthdays, baptism etc
* Begin to understand some places are sacred/special for Christians and Jews
* Begin to show awareness that every religion is different and has different ideas
* Talk about what ideas are important to me and others
 | * Share own experiences of celebrations and celebrations that happen in different religions Shabbat, Hanukkah
* Recognise places of worship for Christians and Jews and say why they are special/sacred
* Discuss different beliefs people have and why these vary from religion to religion
* Talk and explain which ideas are important to me and others
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| Contextualise  | * Remember key points from religious stories and festivals
* Learn about some festivals and celebrations Christians and Jews celebrate
 | * Retell key points from religious stories using pictures, puppets
* Learn about festivals and celebrations in different religions
* Begin to understand why these celebrations take place and what it reminds people of
* Begin to understand why remembering God is important to Christians and Jews
 | * Recall and retell religious stories
* Learn about festivals and celebrations in different religions and say why it takes place
* Say what celebrations help people remember and why
* Independently explain why remembering God is important to Christians and Jews
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| Evaluate | * Begin to show awareness that different people believe in different ideas
 | * Begin to understand that only some people believe in God
* Begin to respond with some sensitivity to questions about own and other experiences and feelings
* Explore differences in ideas through scenarios and why it is important to respect them
* Begin to form own judgement on a concept based on a scenario
* Begin to understand that there are some similarities between Christianity and Judaism
 | * Respond sensitively to questions about own and others experiences and feelings
* Compare own ideas and feelings to different religions
* Say why some people believe in God and others don’t
* Discuss differences in ideas and why it is important to respect them
* Form own judgement on a concept based on a scenario and also without
* Identify similarities and differences between Christianity and Judaism
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