



Key Learning Outcomes – Knowledge and Skills – RE - Staffordshire Agreed Syllabus - SACRE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills	<p>Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.</p> <p>Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special. Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and</p>	<p>Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.</p> <p>Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.</p> <p>Pupils can demonstrate awareness that there is more than one religious tradition or faith community.</p>	<p>Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p>Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.</p> <p>Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.</p>	<p>Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.</p> <p>Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.</p>	<p>Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.</p> <p>Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices. They apply their ideas about identity and commitment in a diverse world to their own and other people's lives.</p> <p>They describe how the commitments, values and choices inspires and influence themselves and others, They are able to recognise in themselves and others some reactions to living alongside others who have a different</p>	<p>Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.</p> <p>Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action. Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p> <p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth. Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why</p>



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Skills	among families, communities and traditions.				<p>faith or stance. Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious provide answers to ethical issues.</p> <p>Pupils discuss questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives, making connections between personal viewpoints and action.</p> <p>Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.</p>	themselves and for others of holding particular beliefs and values.	this is sometimes difficult.



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Knowledge	I know some events and ceremonies in my life.	I know what religion means/is.	I know what religion means/is.	I know the meaning of the following vocabulary: custom, practice.	I know the meaning of the following vocabulary: custom, practice.	I know that Hinduism is a religion.	I know that Hinduism is a religion.
	I know what Diwali is.	I know what worship means.	I know what worship means and how this might take place.	I know some Christians customs and practices in the home.	I know some Christians customs and practices in the home.	I know about the Hindu celebration of Diwali.	I know about the Hindu celebration of Diwali.
	I know what Christmas is.	I know some places of worship.	I know and can name some places of worship.	I know some Hindu customs and practices in the home.	I know some Hindu customs and practices in the home.	I know the Hindu holy book is the Vedas.	I know the Hindu holy book is the Vedas.
	I know why we decorate Christmas trees.	I know why places of worship are important.	I know why places of worship are important.	I know some Christian place of worship is called.	I know what a Christian place of worship is called.	I know there is diversity across different traditions.	I know there is diversity across different traditions.
	I know not everybody celebrates the same things.	I know the key parts of a Jewish Synagogue, a Christian Church and Hindu Mandir.	I know the key parts of a Jewish Synagogue, a Christian Church and Hindu Mandir and can identify these.	I know what a Hindu place of worship is called.	I know what a Hindu place of worship is called.	I know different people hold different beliefs.	I know different people hold different beliefs.
	I know there are different celebrations.	I know what the Jewish Sacred text is.	I know what the Jewish Sacred text is and can name it.	I know the meaning of the word temptation and how it is used in different contexts.	I know the meaning of the word temptation and how it is used in different contexts.	I know some of the things that make people happy.	I know some of the things that make people happy.
	I know what Hanukkah is.	I know what a Bar/Bat Mitzvah is.	I know what a Bar/Bat Mitzvah is.	I know the features of a good leader.	I know the features of a good leader.	I know what makes me happy.	I know what makes me happy.
	I know what Easter is.	I know the story of the nativity.	I know the story of the nativity and can explain this.	I know how Jesus reacted to temptations.	I know how Jesus reacted to temptations and can reflect on why.	I know what peace means and what it is.	I know what peace means and what it is.
	I know people have jobs.	I know that the Christian sacred text is the bible.	I know that the Christian sacred text is the bible.	I know the Easter story.	I know the Easter story and can sequence this.	I know that there can be different meanings for peace.	I know that there can be different meanings for peace.
	I begin to know the difference between past and present.	I know what happens at a wedding ceremony.	I know what happens at a wedding ceremony.	I know the story of Pesach.	I know the story of Pesach.	I know what a memorial is.	I know what a memorial is.
	I know that there are religious buildings.	I know what a baptism is.	I know what a baptism is.	I know some foods that people eat to celebrate Pesach and Easter.	I know some foods that people eat to celebrate Pesach and Easter.	I know the significance of a memorial.	I know the significance of a memorial.
		I know what Remembrance Day is for.	I know what Remembrance Day is for.			I know what a joining ceremony is.	I know what a joining ceremony is.
		I know how people might celebrate birthdays.				I know what commitment is.	I know what commitment is.
					I know my own commitments	I know my own commitments and can explain these.	



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Knowledge		<p>I know that there are different types of families.</p> <p>I know what Easter is and how it is celebrated.</p> <p>I know what a value is.</p> <p>I know what belonging means.</p> <p>I know how believers may show kindness and goodness.</p> <p>I know what democracy is.</p>	<p>I know how people might celebrate birthdays.</p> <p>I know that there are different types of families.</p> <p>I know what Easter is and how it is celebrated.</p> <p>I know what a value is.</p> <p>I know what belonging means and can identify.</p> <p>I know how believers may show kindness and goodness.</p> <p>I know what democracy is and how it may take place.</p>	<p>I know what a compromise is.</p> <p>I know what Passover is.</p> <p>I know the name of the plate that Jewish people use to share food during Passover.</p>	<p>know some foods are symbolic.</p> <p>I know what a compromise is.</p> <p>I know how compromise can be shown.</p> <p>I know what Passover is.</p> <p>I know the name of the plate that Jewish people use to share food during Passover.</p>	<p>.I know about my own responsibilities.</p> <p>I know some confirmation ceremonies.</p> <p>I know the meaning of a Bar/Bat Mitzvah.</p> <p>I know what Shabbat is.</p> <p>I know some creation stories of different religions.</p> <p>I know what justice is.</p> <p>I know how belief can guide people's behaviour.</p>	<p>I know about my own responsibilities and how these will change as you grow up.</p> <p>I know some confirmation ceremonies.</p> <p>I know the meaning of a Bar/Bat Mitzvah and can explain this clearly.</p> <p>I know what Shabbat is.</p> <p>I know some creation stories of different religions and can sequence them clearly.</p> <p>I know what justice.</p> <p>I know how belief can guide people's behaviour.</p>