



End of KS1 expected		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils identify some beliefs and features of religion and their importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	(assessable) Pupils express their views about religious material and give simple reasons to support these. Pupils recognise that some questions cause people to wonder and are difficult to answer.	(not assessable) In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.
End of KS1 challenging		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils describe some of the beliefs and features of religion, recognising similarities and differences. They make links between beliefs 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.	(assessable) In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. Pupils ask important questions about religion and beliefs.	(not assessable) In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what influences them, making links between aspects of their own and others' experiences.



End of LKS2 expected		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils describe some of the beliefs and features of religion, recognising similarities and differences. They make links between beliefs 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.	(assessable) In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. Pupils ask important questions about religion and beliefs.	(not assessable) In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what influences them, making links between aspects of their own and others' experiences.
End of LKS2 challenging		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.	(assessable) In response to the religious material they learn about, pupils can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	(not assessable) In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.



End of UKS2 expected		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.	(assessable) In response to the religious material they learn about, pupils can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).	(not assessable) In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.
End of UKS2 challenging		
Knowledge and Understanding	Critical Thinking	Personal Belief
(assessable) Pupils demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) connect in order to show understanding of what religion is. Pupils explain the impact of beliefs on individuals and communities. They show understanding of why people belong to religions. They understand 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 ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	(assessable) In response to questions of identity, belonging, meaning, purpose, truth, values and commitments, pupils show understanding of differing views and can give sound reasons to support a range of opposing views (i.e. they recognise that there are often several sides to an argument).	(not assessable) In relation to religious material studied pupils can reflect on what inspires and influences them and develop an understanding of where their ideas come from. They have the opportunity to develop open-mindedness when hearing the views, thoughts, ideas and feelings of others.



**Fellgate Primary School**  
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## Subject Overview with challenge