**Lancashire Agreed Syllabus for RE: Expected Standards**

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|  | **Knowing about and understanding religions and world views** | | **Expressing and communicating ideas related to religions and world views** | |
|  | **Beliefs and Values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |
| **Year 1** | * Give an example of a key belief and/or a religious story * Give an example of a core value or commitment | * Use some religious words and phrases to recognise and name features of religious traditions * Talk about the way that religious beliefs might influence the way a person behaves | * Notice and show curiosity about people and how they live their lives | * Ask questions |
| **Year 2** | * Retell and suggest meanings for religious stories and/or beliefs * Use some religious words and phrases when talking about beliefs and values | * Identify and describe how religion is expressed in different ways * Suggest the symbolic meaning of imagery and actions | * Identify things that influence a person’s sense of identity and belonging | * Ask relevant questions * Talk about their own identity and values |

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| **Year 3** | * Show awareness of similarities in religions * Identify beliefs and values contained within a story/teaching * Identify the impact religion has on a believer | * Identify how religion is expressed in different ways * Use religious terms to describe how people might express their beliefs | * Describe how some people, events and sources of wisdom have influenced and inspired others | * In relation to matters of right and wrong, recognise their own and others’ values * Discuss own questions and responses related to the question ‘who should we follow – and why?’ |
| **Year 4** | * Describe what a believer might learn from a religious teaching/story * Make links between ideas about morality and sources of authority | * Describe the impact religion has on believers’ lives * Explain the deeper meaning and symbolism for specific religious practices | * Consider the range of beliefs, values and lifestyles that exist in society * Discuss how people make decisions about how to live their lives | * Reflect on their own personal sources of wisdom and authority |
| **Year 5** | * Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers * Explain the impact of beliefs and values – including reasons for diversity | * Explain differing forms of expression and why these might be used * Describe diversity of religious practices and lifestyle within the religious tradition * Interpret the deeper meaning of symbolism – contained in stories, images and actions | * Explain (with appropriate examples) where people might seek wisdom and guidance * Consider the role of rules and guidance in uniting communities | * Discuss and debate the sources of guidance available to them * Consider the value of differing sources of guidance |
| **Year 6** | * Analyse beliefs, teachings and values and how they are linked * Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life * Explain the impact of beliefs, values and practices – including differences between and within religious traditions | * Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences * Explain differing ideas about religious expression | * Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging * Discuss how people change during the journey of life | * Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments * Develop own views and ideas in response to learning * Demonstrate increasing self-awareness in their own personal development |