

**RE Threshold Concepts**

Overarching RE theme: xx

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge** | Name and explore a range of celebration, worship and rituals in religion.  Re-tell stories that show what Christians believe about God  Identify some religious teachings about the world and ways people might treat the earth if they believe it is created by God.  Describe some of the things that Jewish people do to show their beliefs (e.g. about Shabbat)  Recognise that there are special places where people go to worship and their importance to believers  Talk about ideas of what is good and bad, right and wrong, fair and unfair in familiar situations | Re-tell stories that are told by and about special people in two religions  Retell Bible stories and stories from another faith about the importance of friendship and giving to others  Identify some beliefs, teachings and practices that come from these stories, e.g. the need for forgiveness, generosity, commitment, love for others, and ways in which Christians show these e.g. through supporting Christian Aid  identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers  Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion  identify symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others  Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others  Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings  Describe the events of at least one modern day Christian making a link between their actions and the teachings and example of Jesus  Describe Eucharist/ Lord’s supper/Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others  Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings  Describe the events of in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak | Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others  Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings  Talk about prayer and what it means to Christians and Muslims  Show understanding of the richness of religious diversity of Great Britain and their own locality, describe some ways religion makes a difference locally |
| **Learning about Religion** | Suggest meanings of religious/sacred texts. **(Interpretation)**  Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. **(empathy)**  Begin to Identify and suggest meanings for religious symbols and begin to use a range of religious words. **(Interpretation)**  Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)** | Explore a range of religious stories and sacred writings and talk about their meanings. **(Interpretation)**  Identify and suggest meanings for religious symbols and begin to use a range of religious words. **(Interpretation)**  Name and explore a range of celebration, worship and rituals in religion, noting similarities where appropriate. **(Analysis)**  Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)** | Use and interpret information about religions from a range of sources **(Investigation)**  Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy)**  Identify and begin to describe the similarities and differences within and between religions **(Analysis)**  Use specialist vocabulary in communicating their knowledge and understanding **(expression)**  Explain meanings for some symbols e.g. in art, architecture, music and /or poetry, using religious concepts and language **(Interpretation)** | Use and interpret information about religions from a range of sources **(investigation)**  Identify and begin to describe the similarities and differences within and between religions **(Analysis)**  Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**  Use specialist vocabulary in communicating their knowledge and understanding **(expression)** | Use and interpret information about religions from a wide range of sources **(Investigation)**  Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy investigation/reflection)**  Identify and begin to describe the similarities and differences within and between religions **(Analysis)**  Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**  Investigate the significance of religion in the local, national and global communities **(Application)**  Use specialist vocabulary  in communicating their knowledge and understanding **(Expression)** | Use and interpret information about religions from a wide range of sources **(Investigation)**  Describe and begin to understand religious and other responses to ultimate and ethical questions **(Empathy/investigation/reflection)**  Identify and begin to describe the similarities and differences within and between religions **(Analysis)**  Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them **(Synthesis)**  Investigate the significance of religion in the local, national and global communities **(Application)**  Use specialist vocabulary in communicating their knowledge and understanding **(Expression)** |
| **Learning from Religion** | Ask and respond imaginatively to puzzling questions, communicating their ideas **(Investigation)**  Reflect on and consider religious and spiritual ideas, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. **(Reflection)**  Reflect on how spiritual and moral values relate to their own behaviour **(Reflection)**  Identify what matters to them and others, including those with religious commitments, and communicate their responses **(Application)**  Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. **(Expression)** | Ask and respond imaginatively to puzzling questions, communicating their ideas. **(Investigation)**  Recognise that religious teachings and ideas make a difference to individuals, families and the local community. **(Application)**  Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences **(Application/reflection)** | Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**  Reflect on sources of inspiration in their own lives and the lives of others **(Reflection)**  Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways **(Application)**  Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(Expression)** | Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**  Reflect on sources of inspiration in their own lives and the lives of others **(Reflection)**  Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways **(Application)**  Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(Expression)** | Reflect on what it means to belong to a faith community, communicating their own and others’ responses **(Reflection)**  Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**  Reflect with insight on sources of inspiration in their own lives and the lives of others **(Reflection)**  Discuss their own and others’ views of religious truth and belief, expressing their own ideas **(expression)**  Make links between values like respect and tolerance and their own behaviour **(Application)** | Reflect on what it means to belong to a faith community, communicating their own and others’ responses **(Reflection)**  Reflect on ideas of right and wrong and their own and others’ responses to them **(Reflection)**  Reflect with insight on sources of inspiration in their own lives and the lives of others **(Reflection)**  Discuss their own and others’ views of religious truth and belief, expressing their own ideas in response to matters of deep conviction **(Expression)**  Make links between values like respect and tolerance and their own behaviour **(Application)** |