

**Threshold  
concepts**



**EXPLORE**



**ENGAGE**



**REFLECT**

**EYFS- Age Related Expectations (ARE)**

**By the end of Reception**

<b>Explore</b>	<b>Engage</b>	<b>Reflect</b>
<p>I talk about past and present events in my own lives and in the lives of my family members.</p> <p>I can talk about similarities and differences in relation to myself, places, objects, materials and living things including faith buildings e.g. the church or the mosque.</p>	<p>I can talk about the features of my own immediate environment and how environments might vary from one another and what makes them special and unique.</p> <p>I enjoy learning about the diverse nature of the world around them.</p>	<p>I can talk about how children do not always enjoy the same things and are sensitive to this.</p> <p>I can talk about similarities and differences between myself and others, and among families, communities, and traditions.</p> <p>I can show how important it is to be part of a community.</p>

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**Key stage 1 Age Related Expectations (ARE)**

**By the end of year 1**

<b>Explore</b>	<b>Engage</b>	<b>Reflect</b>
<p>I use words and phrases to recognise and name features of religious life and practice valued by believers.</p> <p>I can recall religious stories and recognise symbols and other verbal and visual forms of religious expression (words/actions/activities) which have meaning for believers.</p>	<p>I can talk about the experiences of the world around me, stating what is of value and concern to myself and others.</p> <p>I can use stories to identify ways in which people are special and unique.</p>	<p>I can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identify as being religious.</p>

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**Key stage 1 Age Related Expectations (ARE)**

**By the end of year 2**

<b>Explore</b>	<b>Engage</b>	<b>Reflect</b>
<p>I can use words and phrases to identify some features of religious life and practices valued by believers.</p> <p>I can retell religious stories and suggest meanings for religious actions and symbols.</p> <p>I can identify how religion is expressed in different ways.</p>	<p>I can recognise that some questions cause people to wonder and are difficult to answer.</p> <p>I can share ideas about right and wrong.</p>	<p>I can name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community.</p> <p>I know that some people do not identify as being religious.</p>

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ENGAGE



REFLECT

**Key Stage 2 Age Related Expectations (ARE)  
By the end of year 3**

Explore	Engage	Reflect
<p>I can use a developing vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>I can make links between beliefs, practices and sources, including religious stories and sacred texts.</p> <p>I can begin to identify the impact religion has on believers' lives.</p> <p>I can describe some forms of religious expression (words/actions/activities).</p>	<p>I can ask important questions about values, commitments, and beliefs, making links between my own and others' responses, attitudes and behaviour.</p>	<p>I can identify and distinguish between the faiths and world views being explored and can express some awareness of my identity within or outside these faiths.</p> <p>I understand the importance and reality of existing in a plural context (many faiths and non-religious communities).</p> <p>I know that some people do not identify as being religious.</p>

**Who** – (which groups, have this belief?)

**What** – (what do they do or what do they believe?)

**Why** – (why do they do this or believe this?)

**How** – (how do the beliefs affect their lives, how do they practise their beliefs, what is the impact of the belief?)

**Opinion** – (what is your belief or opinion on this?)

**Threshold concepts**



EXPLORE



ENGAGE



REFLECT

**Key Stage 2 Age Related Expectations (ARE)  
By the end of year 4**

Explore	Engage	Reflect
<p>I can use a developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences.</p> <p>I can make links between them and describe some similarities and differences both within and between religions.</p> <p>I can describe the impact of religion on people's lives.</p> <p>I can explore and explain meanings for a range of forms of religious expression and non-religious expression.</p>	<p>I can raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices.</p>	<p>I can apply my ideas about identity and commitment in a diverse world to my own and other people's lives.</p> <p>I can describe what inspires and influences myself and others, especially my commitments, values, and choices.</p> <p>I can recognise in myself and others some reactions to living alongside others who have a different faith or stance.</p> <p>I can explain why some people do not identify as being religious.</p>

**Who** – (which groups, have this belief?)

**What** – (what do they do or what do they believe?)

**Why** – (why do they do this or believe this?)

**How** – (how do the beliefs affect their lives, how do they practise their beliefs, what is the impact of the belief?)

**Opinion** – (what is your belief or opinion on this?)