

**Key Learning In Religious Education  
EYFS, KS1 and KS2.**

| <b>Lancashire<br/>Field of<br/>enquiry</b> | <b>Beliefs and Values<br/>Living Religious Traditions</b>  | <b>Shared Human Experience<br/>Search for Personal Meaning</b>  |   |
|--|--|---|---|
|  | I can.....   | I can...  |   |
| R  | - <b>Recall</b> some parts of religious stories from at least 2 religions.   | - <b>Talk about</b> people and situations important to themselves within the school community<br>-Begin to <b>ask</b> questions   | - <b>Talk about</b> people and situations important to themselves in their families and community |
| 1  | -Use some religious words and phrases to <b>recognise and name</b> features of religious traditions<br>- <b>Recall</b> religious stories and recognise symbols and other verbal and visual forms of religious expression.  | - <b>Talk about</b> their own experience and feelings.<br>- <b>Know</b> what relevant questions are and to <b>ask</b> them  | - <b>Talk about</b> what is of value and concern to themselves                                    |
| 2  | - <b>Retell and suggest meanings</b> for religious stories, actions and symbols.<br>-Use religious words and phrases and consistently <b>identify</b> some features of religious traditions.<br>-Begin to <b>identify and describe</b> how religion is expressed in different ways.<br>- <b>Talk about</b> what they find interesting or puzzling. | - <b>Ask important questions</b> about religions and belief.  | - <b>Talk about</b> what is of value and concern to themselves and to others.                     |
| 3  | - <b>Show awareness</b> of similarities in religions.<br>- <b>Identify</b> how religion is expressed in different ways, e.g. dress, prayer, celebrations.<br>-Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences.                                    | - <b>Identify</b> what influences them, <b>making links</b> between aspects of their own and others' experiences<br>- <b>Ask</b> important questions about religion and beliefs and find out answers. | -In relation to matters of right and wrong, <b>recognise</b> their own and others' values.        |

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| 4 | <p>-Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences</p> <p>-Begin to <b>identify</b> the impact religion has on believers' lives.</p>   | <p><b>-Make links</b> between believers' values and commitments and their own</p>   | <p><b>-Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences.</p>                      |
| 5 | <p><b>-Make links</b> between beliefs and sacred texts, including stories and various religious sources</p> <p><b>-Suggest meanings</b> for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an</p> <p><b>-Describe</b> the impact of religion on people's in terms of beliefs, values and personal meaning</p> <p><b>-Apply</b> their ideas to their own and other peoples' lives simply</p> | <p><b>Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group.</p>   | <p><b>-Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group.</p> |
| 6 | <p>-Use developing religious vocabulary to describe and <b>show understanding</b> of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences.</p> <p><b>-Compare</b> different viewpoints within a faith group</p>   | <p><b>-Explain</b> what inspires and influences them, expressing their own views whilst respecting other people.</p> <p><b>-Ask important questions</b> about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments).</p> | <p>-To <b>analyse</b> religious information and begin to develop their own opinions</p>  |