Skills	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	• make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs	• comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs	• explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed.	• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	• investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe how some features of religions studied are used or exemplified in festivals and practices • make links between religious symbols, language and stories and the beliefs or ideas that underlie them • compare aspects of their own experiences and those of others, identifying what influences their lives • make links between values and commitments, including religious ones, and their own attitudes or behaviour	• gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • show understanding of the ways of belonging to religions and what these involve • show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language •ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers • ask questions about matters of right and wrong and suggest	• suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • explain how selected features of religious life and practice make a difference to the lives of individuals and communities • explain how some forms of religious expression are used differently by individuals and communities • make informed responses to questions of identity and experience in the light of their learning • make informed responses to people's values and commitments (including religious	• identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. • compare the different ways in which people of faith communities express their faith. • discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. •make informed responses to people's values and commitments (including religious

		answers that show understanding of moral and religious issues	ones) in the light of their learning	ones) in the light of their learning They will use different techniques to reflect deeply