



EYFS, KS1 and KS2 RE Assessment Document
Adapted June 2022

Using this document:

- Please use this guidance to assess each individual child's achievement within all areas of RE.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

Knowledge, learning, skills

- Following the Agreed Manchester Syllabus means that RE makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world.
- Good RE is never coercive: this area of learning is not about making pupils into believers but seeks to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning about religions and worldviews they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. As such, it is relevant to every pupil and every citizen of our region.
- Every pupil has a statutory entitlement to religious education. This entitlement is for all pupils regardless of their faith or belief. Living in and growing up in the world of the twenty-first century will challenge all young people. It will raise questions of spirituality and identity as well as questions of morality in areas such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproduction, racial and religious prejudice.
- Religious education in our schools contributes dynamically to children and young people's learning, provoking challenging questions about human life, beliefs, communities and ideas.
- In RE, pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to

religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

RE and the National Curriculum

- The 2022 RE Agreed Syllabus follows the structure of the DfE's National Curriculum, so that RE has subject documentation which parallels the subjects of the National Curriculum. RE is described in terms of purpose, aims and programs of study for each age group. The Agreed Syllabus also takes the opportunity to give clear guidance on RE in the early years

The learning objectives are stated per year group. Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

A2 The aim(s) of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews¹, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.³

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Breadth of Study:

EYFS

Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021), as we have done in this unit plan.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to study this at the same time as work on the school outside space or local area or work on growing things.

Key Stage 1

Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to:

- A. Know about and understand a range of religious and non-religious worldviews.
- B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

Key Stage 2

Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to:

- A. Know about and understand a range of religious and non-religious worldviews.
- B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

Nursery – Key Question: F1 Which stories are special and why?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • talk about stories from the Bible – Jesus' Calming of the Storm, the parable of the two sons, David and Goliath • talk about Muslim stories - the first revelation of the Qur'an, some stories of how the Prophet Muhammad cared about animals 	<ul style="list-style-type: none"> • recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad • identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an • identify and name the Bible and at least one other sacred text (in this example, the Qur'an) 	<ul style="list-style-type: none"> • talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do

Nursery – Key Question: F2 Which people are special and why?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Talk about people who are special to you including yourselves, your classmates and people from outside the class community • Say what makes other people special to you 	<ul style="list-style-type: none"> • Use new vocabulary to hold conversations about friends, religion and community • Talk about people who are special to you in the local community • Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it • Identify some of the qualities of a good friend and identify your own good friends • Recall and talk about a story of Jesus as a friend to the disciples • Recall and talk about the story of the feeding of the 5 000 	<ul style="list-style-type: none"> • Identify some of the qualities shown by the boy in the feeding of the 5 000 • Identify some of the qualities of a good friend • Recall and talk about a story where Jesus shows friendship to another

Nursery – Key Question: F3 Which places are special and why?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> talk about somewhere that is special to you, saying why be aware that churches have special meanings for Christians be aware that mosques have special meanings for Muslim 	<ul style="list-style-type: none"> talk about the things that are special and valued in a church/mosque identify some significant features of churches/mosques recognise a church recognise a mosque 	<ul style="list-style-type: none"> get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place use new vocabulary including words like mosque, church, Muslim, Christian, religion, worship.

Reception – Key Question: F4 Which times are special and why?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> Give examples of special occasions that they and others have experienced and suggest features of a good celebration. 	<ul style="list-style-type: none"> Say why Sukkot is a special time for Jewish people. Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali. Say why Christmas is a special time for Christians. Recall a simple story connected with Christmas. 	<ul style="list-style-type: none"> Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities

Reception – Key Question: F5 Where do we belong?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> Share occasions when others have made them feel special Re-tell the story of Jesus blessing the children, making connections with personal experiences 	<ul style="list-style-type: none"> Share and record occasions when they belong to a group Recall simply what happens at a traditional Christian infant baptism Recall simply what happens when a baby is welcomed into the Muslim tradition 	<ul style="list-style-type: none"> Share occasions when things have happened in their lives that made them feel special

Reception – Key Question: F6 What is special about our world?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature. 	<ul style="list-style-type: none"> Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings. Talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> Talk about their own experiences and feelings about when the world is and is not looked after.

Year 1 – Key Question: 1.1 Who is a Christian and what do they believe?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Talk about the fact that Christians believe in God • Talk about the fact that Christians try to do what Jesus taught they should do • Recognise symbols, pictures and words that Christians use to describe God • Share some of their own ideas about God 	<ul style="list-style-type: none"> • Describe simply some Christian beliefs about God • Describe simply some Christian beliefs about Jesus • Retell a story that shows what Christians believe about God • Share what a story about God might mean • Share what the stories about Jesus say about good, bad, right and wrong • Talk about issues of good and bad, right and wrong related to the stories • Ask some questions about believing in God • Explain some ideas of my own about God 	<ul style="list-style-type: none"> • Make links between a parable of Jesus and what Christians believe and do as a result of this • Make links between a miracle of Jesus and what Christians believe and do as a result of this • Make links between a story about the life of Jesus and what Christians believe and do as a result of this • Make links between what Jesus taught about prayer and what Christians do

Year 1 – Key Question: 1.5 What makes some places sacred?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Talk about the why places of worship are important to the local community. • Talk about what happens at the Church • Talk about what happens at the Mosque • Talk about what happens at the synagogue • Identify three objects that are used in worship in the church • Identify three objects that are used in worship in the mosque • Identify three objects that are used in worship in the synagogue 	<ul style="list-style-type: none"> • Say why places of worship are important to the local community and give reasons for your answers • Identify objects in a church and say how they are used and what they mean to believers. • Identify objects in a mosque and say how they are used and what they mean to believers • Identify objects in a synagogue and say how they are used and what they mean to believers • Talk about an object that is used in worship, saying how it is used and how it shows what people believe • Ask appropriate and respectful questions of believers. 	<ul style="list-style-type: none"> • Describe the ways that Christians worship God and where they might do this • Describe the ways that Muslims worship God and where they might do this • Describe the ways that Jewish worship God and where they might do this • Describe similarities and differences between the ways different people worship God

Year 1 – Key Question: 1.7 What does it mean to belong to a faith community?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2) • Show an awareness that some people belong to different religions (B1). 	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Christians (A3) • Recognize symbols of belonging for Jews or Muslims (A3) • Think about why symbols of belonging matter to believers (A3) • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) 	<ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities • Responding sensitively to differences in the way believers express their identify and belonging (B2). • Identify some similarities and differences between the ceremonies studied (B3).

Year 2 – Key Question: 1.4 What can we learn from sacred books?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Talk about a special book and a holy book. (A2) • Talk about a story that is used in religion (A2). • Talk about the story of the Exodus and consider why Jewish people still remember it (A2). • Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2) • Talk about the story of Jonah and why people still read it (A2). • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). 	<ul style="list-style-type: none"> • Independently give reasons why a holy book is considered to be 'holy'. (A2) • Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). • Re-tell the story of the Exodus (A2). • Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). • Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2) • Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). • Suggest answers to questions arising from the story of Jonah (C1). • Ask and suggest answers to questions arising from The Lost Sheep (C1). • Talk about issues of good and bad, right and wrong arising from the teachings (C3). • Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3) 	<ul style="list-style-type: none"> • Clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. (A2) • Make links between the messages within Jesus' teachings from the Bible and the way people live (A2) • Make links between the messages within the Ten Commandments and the way people live (A2). • Independently give well thought out responses about how to treat holy texts, backed up with reasoning (A2) • Make a link between the story of the black stone and something that Muslims do today (A2) • Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2) • Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1). • Suggest their own ideas about meanings behind the story of Jonah (C1). • Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today (C3).

Year 2 – Key Question: 1.6 How & why do we celebrate special and sacred times?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Identify a special time they celebrate and describe its importance. (A1) • Explain simply what celebration means. (A1) • Describe who Christians think Jesus is (A2) 	<ul style="list-style-type: none"> • Describe how a festival is celebrated. (A1) • identify some ways Christians celebrate Easter (A1) • Describe what happens and what is being celebrated at Eid-ul Fitr(A1) • Describe what happens during Ramadan (A1) • Retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan (B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach symbols and the story of Pesach (C1) 	<ul style="list-style-type: none"> • Describe why Easter is an important festival to Christians. (A3) • Describe what three symbols tell us about the story of Easter(A3) • Suggest meanings for aspects of different services during holy week (A3) • Suggest meanings for a variety of symbols used in the Christian celebration of Easter (A3) • Describe items on the seder plate and their meaning (A3) • Describe what happens and what is being celebrated at Eid-ul Fitr (A3) • Describe what happens during Ramadan (A3) • Note similarities and differences between different festivals (B3) • Describe similarities and differences different services celebrated at holy week. (B3) • Identify similarities and differences in the way Easter is celebrated by different people (B3) • Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3) • Look for similarities and differences between celebrations of Pesach and Easter (B3)

Year 2 – Key Question: 1.8 How should we care for others and the world, and why does it matter?

<p>Working Towards Age Related Expectations</p>	<p>Working at Expected Age Related Expectations</p>	<p>Greater Depth/Exceeding Age Related Expectations</p>
<ul style="list-style-type: none"> • Give simple examples of how people are unique and valuable (B1) • Describe how it feels when people are not kind(B1) • Give examples of some ways Jewish people care for people and the world(B1) • Give an example of what Jesus said about the importance of children (A2) • Some people look after the world because God is a creator(A2) 	<ul style="list-style-type: none"> • Give examples what Jesus said about the importance of people (A2) • Identify two examples of religious believers caring for people(B1) • Say what you know about the Jewish practice of Tzedakah (B1) • Identify the links between the teaching in the Torah and caring (B1) • Give simple reasons why Jesus told the story of the Good Samaritan (A2) • Answer questions such as what would it be like if everyone followed the golden rule? (C2) • Describe different ideas about what God might be like from reading the creation story(C1) • Share their own creative ideas about what the creation story says about God(C1) 	<ul style="list-style-type: none"> • Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man(B1) • Look for similarities and differences between different stories from the bible about caring (B1) • Describe how Jewish people might help people making links to the festival of Sukkot (B1) • Describe how Mother Teresa or Dr Barnardo have put their beliefs into action (B1) • Give their own answer to the unit question, giving simple reasons for their answers (C1)

Year 3 – Key Question: L2.1 What do different people believe about God?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Find out more about Christian metaphors for God. • Think of reasons why some people believe in God. • Identify that the Qur'an guides Muslims in their daily life and teaches them about Allah / God. • Identify beliefs about Hindu gods and goddesses. • Retell and suggest meanings for the story of when Moses was called by God to be a leader. • Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas. • Retell the story that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril. 	<ul style="list-style-type: none"> • Describe some things we cannot see but do believe in. • Give simple reasons for their own ideas and metaphors about God. • Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? • Give simple reasons for their own views and ideas about God. • Think of reasons why some people believe in God and some do not. • Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God • Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah • Describe the Shahadah, the Muslim statement of faith in one God • Describe the symbolism of Hindu murtis / statues of the gods and goddesses. • Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. • Know some of the artefacts religious people might use when they talk to God or pray. • Understand that prayer is a way religious believers believe they can communicate with God. Consider questions such as 'Why is it hard to talk about God?' • Describe, with examples, the influence believing in God has on the lives of believers. 	<ul style="list-style-type: none"> • Look for similarities and differences between different ideas about God • Compare some simple Muslim beliefs about God based on 12 of the 99 Names of Allah with beliefs about God held by Christians and/or Hindus • Look for similarities and differences between different murtis of the gods and goddesses. • Describe and compare the beliefs of different religions and of atheists • Give reasons for different beliefs about God, e.g. that ultimate reality is like a prism. • Consider questions such as: does God help people to be good? How can you be good without God? • Express their own understanding of God

Year 3 – Key Question: L2.4 Why do people pray?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). 	<ul style="list-style-type: none"> • Describe and outline some ways Christians pray, including using the Lord's Prayer. (A2) • Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an (A2) • Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2) • Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3) • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3) 	<ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3) • Consider and evaluate the significance of prayer in the lives of people today (A1)

Year 3 – Key Question: L2.10 How do family life and festivals show what matters to Jewish people?

<p>Working Towards Age Related Expectations</p>	<p>Working at Expected Age Related Expectations</p>	<p>Greater Depth/Exceeding Age Related Expectations</p>
<ul style="list-style-type: none"> • tell the story of creation and how it links to Shabbat • list at least four things that Jewish people do when marking Rosh • Hashanah and Yom Kippur that show their beliefs • say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance 	<ul style="list-style-type: none"> • explain two ways the story of Exodus shows Jewish beliefs about God • say a way the story of Exodus leads to Jewish people being called chosen people • describe two meanings of the story of Exodus for Jews today. • say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance • list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach • say simply how two parts of Pesach celebrations link to freedom and justice • ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach 	<ul style="list-style-type: none"> • explain how Jews show their beliefs about the importance of family, rest, forgiveness, freedom and justice through the marking of Shabbat/Pesach/Yom Kippur • give reasons why you think saying sorry, being forgiven and being grateful are important in the world today, whether or not you are Jewish • give reasons and practical examples of how people might seek freedom and justice in today's world, connecting with your learning about Jewish festivals and your own worldview

Year 4 – Key Question: L2.3 Why is Jesus inspiring to some people?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Give simple definitions of key Christian terms (e.g. gospel, incarnation, salvation) • Ask questions raised by the stories and life of Jesus and followers today • Give examples of how Christians are inspired by Jesus • Suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant 	<ul style="list-style-type: none"> • Connect the story of the unforgiving servant with an example of Christian life or action • Connect the story of the feeding of the five thousand with an example of Christian life or action • Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter • Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. • Identify the most important parts of Easter for Christians and say why they are important 	<ul style="list-style-type: none"> • Make connections between the Easter story of Jesus and the wider 'big story' of the Bible • Connect up ideas like sin, salvation and Jesus as God come to earth with the story • Give examples of why these ideas and stories inspire Christians • Present my own ideas about the most important attitudes and values to have today, making links with Christian values

Year 4 – Key Question: L2.5 Why are festivals important to religious communities?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations • Retell the stories behind Easter • Retell the stories behind Id ul Fitr • Retell the stories behind Divali • Retell the stories behind Pesach 	<ul style="list-style-type: none"> • Make links between beliefs about Jesus and the celebration of Easter • Make links between the symbols used by churches and Christians in holy week and the celebration of Easter • Make links between the symbols on a seder plate and their meaning • Make links between the story of Lakshmi and practices at Divali • Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach • Identify similarities and differences between the way two Christian denominations celebrate Easter • Identify similarities and differences between the celebration of two festivals • Identify some of the celebrations that form a part of my own life • Make links between things that are important in our community and celebrations that are held or could be held 	<ul style="list-style-type: none"> • Express a reasoned response to questions such as Can the real meaning of a festival be preserved, or do the shops and shopping always take over? • Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today

Year 4 – Key Question: L2.9 What can we learn from religions about deciding what is right and wrong?

<p>Working Towards Age Related Expectations</p>	<p>Working at Expected Age Related Expectations</p>	<p>Greater Depth/Exceeding Age Related Expectations</p>
<ul style="list-style-type: none"> • Retell at least two stories from religions that teach about temptation • Describe what the golden rule is and talk about an example of someone following it. • Recall and talk about the ten commandments • Recall and talk about the beatitudes 	<ul style="list-style-type: none"> • Describe what temptation is and how it can affect people's behaviour. • Make links between stories about temptation examples of people being tempted now • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people how to live. • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments. 	<ul style="list-style-type: none"> • Explain similarities and differences between the ten commandments and the Golden rule • Explain some similarities and differences between the Beatitudes and the Ten Commandments. • Explain similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice. • Express their views on the importance of each of then commandments

Year 5 – Key Question: U2.1 Why do some people believe God exists?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Give two reasons why some people believe in God, one reason why some people do not believe in God and one reason why some people have not decided. • Define the terms: theism, atheism and agnosticism. • Show understanding of the difference between a fact, belief and opinion. 	<ul style="list-style-type: none"> • Outline clearly, with reasons, a Christian understanding of God • Give several examples to show how believing in God can affect people's lives differently • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express their own ideas about theism, atheism and agnosticism. • Suggest answers to some of the Big Questions about the existence of God • Consider reasons that people might believe or not believe in God • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas • Consider how facts, beliefs and opinions come about and how they are interpreted. • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas. 	<ul style="list-style-type: none"> • Describe and explain some of the differences between people's ideas of what God is like and whether God exists • Consider the different ways in which sacred text can be interpreted. • Express and explain similarities and differences between Christian beliefs about how the world began. • Reflect upon the argument that God cannot be all-powerful and all-loving if the world is like this – full of suffering. • Understand why the natural world is seen by many Christians as evidence for belief in God. • Explain some of the differences between people's ideas of what God is like and whether God exists

Year 5 – Key Question: U2.4 If God is everywhere, why go to a place of worship?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Name the key features of a Church • Name the key features of a Synagogue • Name the key features of a Mandir and worship in the Hindu home • Recount what Hindus say their places of worship are for • Recount what Jewish people say their places of worship are for • Recount what Christian people say their places of worship are for 	<ul style="list-style-type: none"> • Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building 	<ul style="list-style-type: none"> • Give reasons how and why believers suggest places of worship are significant in their lives • Explain reasons for Hindu pilgrimage and why pilgrimage is important to Hindus • Explain how different aspects of worship; silence, nature and being together, help Christians connect to God • Give reasons why places of worship might be considered to be valuable in religious communities

Year 5 – Key Question: U2.6 What does it mean to be a Muslim in Britain today?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Describe what the five pillars of Islam are • Give examples of how each pillar might affect the life of a Muslim • Identify three reasons why the Qur'an is important to Muslims • Give an example of how following the teaching of the Qur'an might affect what a person does in their life • Describe what the Mosque is used for 	<ul style="list-style-type: none"> • Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad • Describe and reflect on how the Qur'an is significant to Muslims • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs 	<ul style="list-style-type: none"> • Offer my views and ideas on the value and importance of prayer in the life of a Muslim • Offer my views and ideas on the value and importance of the Qur'an and Hadith in the life of a Muslim • Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim • Explain what different people think it means to be a Muslim

Year 6 – Key Question: U2.3 What do religions say to us when life gets hard?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Give a simple definition of the idea of the soul • Give a simple definition of the ideas of heaven • Give a simple definition of the ideas Karma and reincarnation • Consider questions such as What happens when we die? • Ask some questions of my own about life after death and suggest two different answers to the questions 	<ul style="list-style-type: none"> • Give reasons why some people might be comforted by their beliefs when someone dies • Describe the impact that the belief that we have a soul might have on the way someone might live their life • Describe the Hindu belief in reincarnation and Karma • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death • Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people 	<ul style="list-style-type: none"> • Explain how believing in reincarnation might affect the way someone lives their life • Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life. • Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs • Describe and explain their own ideas about life after death reflecting on ideas from at least two religions studied. • Interpret artistic and poetic expressions of what happens when we die

Year 6 – Key Question: U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and recount two Muslim teachings about Charity and give an example of how these might affect the behaviour of a Muslim 	<ul style="list-style-type: none"> Consider, discuss and weigh up different views about why mosques are important. Consider, discuss and weigh up different views about why Christian sacred buildings are important. Consider, discuss and weigh up different views about why religious art is important. Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important Recall and deploy information about religious buildings and charities. Notice, list and explain similarities and differences between different sacred buildings. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. Describe and make connections between examples of religious creativity in Muslim buildings Describe why mosques matter to the Muslim community Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important. 	<ul style="list-style-type: none"> Use a rich knowledge of worldviews to outline how and why some Humanists criticise spending on religious buildings or art Examine the title question from different perspectives, including their own Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

Year 6 – Key Question: U2.7 What matters most to Christians and to Humanists?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<ul style="list-style-type: none"> • Use the words 'Humanist' and 'Christian' correctly • Talk about the values found in stories • Remember some examples of Humanist values and Christian values • Talk about my own values simply • Suggest ideas about why humans can be both good and bad • Choose and talk about a value that Humanists and Christians often share • Choose and talk about two values that are not shared, one Humanist and one Christian 	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe what it means to be a Humanist • Discuss the 'hidden messages' of some stories that explore values • Give examples from Humanist and Christian moral codes • Describe some Christian and Humanist values simply, saying what I think about them • Suggest reasons why I think it might be helpful to follow a moral code • Talk about why it might be difficult to follow a moral code • Discuss different points of view about what is good and bad • Express my own ideas about some big moral concepts, such as fairness or honesty • Compare my ideas about values with the ideas of others we have studied. 	<ul style="list-style-type: none"> • Deploy a rich knowledge of what it means to be a Humanist or a Christian to explore and explain how these two groups make decisions about values • Give examples of two similarities between Christian and Humanist values • Give examples of two differences between Christian and Humanist values • Identify what matters most to Humanists • Identify what matters most to Christians • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace and other values.

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.

