

RE Assessment Statements

Year Group	By the end of each year, children at the Expected standard should:	At Greater Depth within the Expected standard they should:
YR	<ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Give examples of special occasions and suggest features of a good celebration - Recall simple stories connected with Christmas/Harvest/ Diwali and Eid - Say why festivals are special times for believers of different faiths - Talk about/ recall some religious stories e.g. through role play, art, model making - Share features of a story that they like and explain why - Identify a sacred text e.g. Bible, Qur'an - Talk about their special place and explain why it is special - Be aware that some Christians, Muslims and Hindus have places that are special to them - Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu - Identify some significant features/ objects found inside and outside a Church or Mosque - Identify new vocabulary - Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque - Talk about the wonders of the natural world - Express ideas about how to care for animals and plants - Re-tell stories to explain Christian and Muslim ideas about Creation and the natural world - Talk about ways in which people can harm the natural world - Talk about ways in which people can look after the natural world 	<ul style="list-style-type: none"> - Ask questions about why people believe in special stories and consider if they are real or imagined. - Understand that it is our job to look after the world. - Identify that the Bible and Qur'an are special - Show tolerance for others' beliefs. - Remember special stories by heart. - Remember special places for Muslims, Christians, Hindus and other religions.
Y1	<ul style="list-style-type: none"> - Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies - Talk about what it might mean to belong to the Church family - Identify features of baptism – e.g. the font, candles, godparents - Talk about why parents might want to have their child baptised - Talk about what it means to belong to a family - Talk about the role of families in raising children - Talk about their own identity as part of a family and part of the school community - Know a simple version of the nativity story - Talk about why Christians would say that Jesus is a special baby - Talk about how different characters in the nativity welcome the baby Jesus - Talk about why Christmas is a special time for Christians - Consider how and why babies might be special – and why they need love and care 	<ul style="list-style-type: none"> - Give an example of a key belief and/or a religious story - Give an example of a core value or commitment - Use some religious words and phrases to recognise and name features of religious traditions - Talk about the way that religious beliefs might influence the way a person behaves - Notice and show curiosity about people and how they live their lives - Ask questions - Talk about their own experience - Talk about why Christians might compare God to a loving parent - Identify religious aspects of Christmas celebrations

	<ul style="list-style-type: none"> - Reflect on who has helped them in life so far - Know that Christians refer to God as 'Father' - Suggest symbolic meanings of rituals and items used in Christian prayer - Talk about the importance of love in families - Talk about the ways in which they are cared for and supported by family members - Reflect on their own role within the family - Discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> - Talk about the importance of looking after those who cannot help themselves - Talk about their own beginnings and how they were welcomed into the family
Y2	<ul style="list-style-type: none"> - Suggest beliefs and values that might unite the Christian community - Talk about why some Christians might think it is important to come together to worship God - Identify symbols (images and actions) used in Christian worship - Talk about how and why symbols might be used in Christianity - Identify and describe features of a church - Identify signs and symbols in the world around them - Talk about the school logo – what values it might represent and how it might unite the school community - Ask thoughtful questions about signs and symbols - Talk about communities that they belong to – and how they show their commitment to these communities - Suggest what Christians might mean when they refer to Jesus as 'the Light of the world' - Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of - Identify ways in which Christians might use light as part of their - Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning - Talk about the different ways that Christians might celebrate - Christmas - Identify different ways that humans use light - Discuss the importance of light – as a source of comfort, security and hope - Ask questions about the value of sources of light in their own lives - Talk about the people who provide comfort, security and hope for them - Suggest ways in which they might be a light for others - Retell (simply) the Genesis 1 story of creation - Describe how and why Christians might thank God for creation at Harvest festivals - Identify ways in which humans use (and abuse) the natural world - Ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> - Retell and suggest meanings for religious stories and/or beliefs - Use some religious words and phrases when talking about beliefs and values - Identify and describe how religion is expressed in different ways - Suggest the symbolic meaning of imagery and action - Identify and describe how religion is expressed in different ways - Suggest the symbolic meaning of imagery and action - Identify things that influence a person's sense of identity and belonging - Ask relevant questions - Talk about their own identity and values - Talk about why our planet should matter to all humans – and how this should influence our behaviour - Reflect on their own use of the world's resources - Suggest why Christians might think it is important to look after the world - Suggest ways that Christians might express their concern for the natural world - Talk about how and why light might be an important symbol -
Y3	<ul style="list-style-type: none"> - Know what Christians mean by the Holy Spirit - Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities - Identify Christian values exemplified in the gifts of the Spirit 	<ul style="list-style-type: none"> - Show awareness of similarities in religions - Identify beliefs and values contained within a story/teaching - Identify the impact religion has on a believer - Identify how religion is expressed in different ways

	<ul style="list-style-type: none"> - Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations - Describe how and why Pentecost is celebrated - Describe why some Christians might take part in a procession of witness - Describe aspects of being human that we should be proud of - Discuss what it means to be a successful human – and the different measures of success that might be applied - Reflect on the people that they value in their lives – and how they show their appreciation Jesus - Know what is meant by discipleship - Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus - Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19) - Talk about what it means to have charisma - Reflect on their own leadership abilities - Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) - Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) - Suggest why these prophets chose to listen to and follow - Identify Christians who might be described as people who listened to and followed God - Describe how and why some Christians might devote their lives to serving God - Identify inspirational people/role models for the world today - Describe the qualities that inspirational people might have - Discuss who makes a good role model and why 	<ul style="list-style-type: none"> - Use religious terms to describe how people might express their beliefs - Describe how some people, events and sources of wisdom have influenced and inspired others - In relation to matters of right and wrong, recognise their own and others' values - Discuss own questions and responses related to the question 'who should we follow and why?' - Discuss their own sense of value and what is good/unique about being them - Describe how and why Christians might try to follow the example of Jesus through mission and charity work - Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs - Describe what makes a good leader and why people might want to follow him/her - Discuss what motivates people to want to make a difference - Discuss their own desires to make a difference in the world/in their communities - Talk about what is meant by a sense of vocation - Raise and discuss questions about following others – including both positive and negative responses
Y4	<ul style="list-style-type: none"> - Retell some of the main parables of Jesus - Explain how and why these might be an important source of guidance for Christians - Suggest ways that Christians might put these teachings into action in the 21st century - Describe and explain (with examples) Christian attitudes about how to treat others - Discuss how and why fables might be an important aspect of human history and culture - Discuss examples of wisdom and guidance that they have learnt from stories - Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this - Retell the story of Jesus in the wilderness - Identify Christian beliefs about Jesus reflected in this story - Describe what a Christian might do during Lent and why 	<ul style="list-style-type: none"> - Describe what a believer might learn from a religious teaching/story - Make links between ideas about morality and sources of authority - Describe the impact religion has on believers' lives - Explain the deeper meaning and symbolism for specific religious practices - Consider the range of beliefs, values and lifestyles that exist in society - Discuss how people make decisions about how to live their lives

	<ul style="list-style-type: none"> - Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this - Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith - Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) - Discuss why many people are willing to make sacrifices for the people they love - Discuss why some people may be willing to make a sacrifice for someone they don't even know - Give examples of acts of sacrifice that have been done by or for them - Discuss who or what they would be prepared to make sacrifices for - Discuss why people might have different views about what is right and wrong – and where these views might come from - Describe the different sources of authority that humans might look to when making decisions about how live their lives# - Reflect on their own understanding of morality and where it comes from - Raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> - Reflect on their own personal sources of wisdom and authority - Consider the value of sacrifice – as an expression of love and commitment - Explore different Christian beliefs about the Bible as the word of God - Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible - Describe why some Christians might view the Bible as an important source of authority and moral guidance - Explain why Christians might have different views about how to interpret and apply the Bible - Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) - Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) - Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed - Explain (with examples) how and why people might use stories to pass on wisdom and guidance
Y5	<ul style="list-style-type: none"> - Describe what Christians mean when they talk about one God in Trinity - Identify the beliefs contained within the Apostle's Creed - Explain why the Christian community (The Church) might want/need an agreed statement of belief - Describe and explain the meaning of a range of symbols that might be used for the Trinity - Explain how symbols might unite the worldwide Christian Church - Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values - Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus - Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus - Describe why some Christians might go on pilgrimage to places associated with miraculous events - Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God - Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? 	<ul style="list-style-type: none"> - Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers - Explain the impact of beliefs and values – including reasons for diversity - Explain differing forms of expression and why these might be used - Describe diversity of religious practices and lifestyle within the religious tradition - Interpret the deeper meaning of symbolism – contained in stories, images and actions - Explain (with appropriate examples) where people might seek wisdom and guidance

	<ul style="list-style-type: none"> - Reflect on how they make decisions about what is/is not true - Describe Christian beliefs about sin and forgiveness - Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God - Describe and explain how and why Christians might use the Lord's Prayer - Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians - Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations - Explain how a 'truth' might be contained within a story - Consider how they decide what is 'true' – and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) - 	<ul style="list-style-type: none"> - Consider the role of rules and guidance in uniting communities - Discuss and debate the sources of guidance available to them - Consider the value of differing sources of guidance - Explain the impact that belief in miracles and the power of prayer might have on a Christian - Explain the difference between fact, opinion and belief - Suggest different ways that this story might be understood by Christians - Consider the different ways that myth and stories are and used - Discuss debate things that they consider to be true that others might disagree with - Describe the role of places like Taizé where Christians from different backgrounds might come together to worship - Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life - Discuss different responses to sources of authority - Raise meaningful questions about things that puzzle them
Y6	<ul style="list-style-type: none"> - Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian - Explain (simply) Christian beliefs about salvation - Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life - Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) - Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice - Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others - Discuss the importance of saying sorry and forgiveness in maintaining relationships with others - Retell the events leading up to and including the death of Jesus - Explain how and why Christian individuals and communities might celebrate the events of Holy Week 	<ul style="list-style-type: none"> - Analyse beliefs, teachings and values and how they are linked - Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life - Explain the impact of beliefs, values and practices – including differences between and within religious traditions - Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences - Explain differing ideas about religious expression

<ul style="list-style-type: none"> - Use religious vocabulary to describe and explain the Eucharist - Explain different Christian beliefs about the Eucharist and its Importance - Consider how people might mature and become stronger through overcoming difficulties - Consider the value of being part of a community on the 'journey of life' - Raise questions and discuss the extent to which they agree that 'suffering makes you stronger' - Discuss own experiences and attitudes towards the importance of having companionship on the journey of life - Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God - Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism) - Analyse the importance of Christian rites of passage as an expression of faith and commitment - Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies - Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life - 	<ul style="list-style-type: none"> - Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging - Discuss how people change during the journey of life - Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments - Develop own views and ideas in response to learning - Demonstrate increasing self-awareness in their own personal development. - Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) - Reflect on the benefits and difficulties of forgiveness - Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life - Consider the value of celebrating landmarks in life – for individuals and communities - Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change - Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life
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