

**RE – Year One**

	Head	Hands
<b>Who do Christians say made the world?</b>	<ul style="list-style-type: none"> <li>Identify what a parable is [1, 6].</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father [2, 5].</li> <li>Give clear, simple accounts of what the story means to Christians [1, 5, 6].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to simple questions using given materials.</li> <li>Learners can retell stories through drama and role plays</li> <li>Learners can describe an artefact after seeing and touching it.</li> <li>Learners can draw simple sketches of religious artefacts and explain their meaning.</li> <li>Learners can use pictures to find out about different religions and make connection between them.</li> <li>Learners can use a range of sources to make comparisons and connections.</li> <li>Learners can create their own artefacts.</li> </ol>
<b>Why does Christmas matter to Christians?</b>	<ul style="list-style-type: none"> <li>Recognise that stories of Jesus' life come from the Gospels [1, 2, 3].</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians [2].</li> </ul>	
<b>What is the 'good news' Christians say Jesus brings?</b>	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' [2, 5, 6].</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians [1, 2, 5, 6].</li> <li>Recognise that Jesus gives instructions to people about how to behave [1, 3, 4, 7].</li> </ul>	
<b>Why does Easter matter to Christians?</b>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible [1, 2].</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) [2, 3, 4, 5, 7].</li> </ul>	
<b>Who is Jewish and how do they live?</b>	<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer [5, 6].</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah) [2].</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like [1, 2, 6].</li> </ul>	
<b>What do Christians believe God is like?</b>	<ul style="list-style-type: none"> <li>Identify what a parable is [1, 6].</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father [2, 5].</li> <li>Give clear, simple accounts of what the story means to Christians [1, 5, 6].</li> </ul>	

**Heart**

- Learners can identify core beliefs and concepts studied and give a simple description of what they mean
- Learners can give at least one example of how people use stories, texts and teachings to guide their beliefs and actions
- Learners can think, talk and ask questions about whether the ideas they have been studying, have something to say to them
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.

## RE- Year Two

	Head	Hands
<b>How should we care for others and the world and why does it matter?</b>	<ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable [1, 2, 5, 6].</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) [1, 2, 6].</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world [1, 2, 3].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to simple questions using given materials.</li> <li>Learners can retell stories through drama and role plays</li> <li>Learners can describe an artefact after seeing and touching it.</li> <li>Learners can draw simple sketches of religious artefacts and explain their meaning.</li> <li>Learners can use pictures to find out about different religions and make connection between them.</li> <li>Learners can use a range of sources to make comparisons and connections.</li> <li>Learners can create their own artefacts.</li> </ol>
<b>Why does Christmas matter to Christians?</b>	<ul style="list-style-type: none"> <li>Recognise that stories of Jesus' life come from the Gospels [2].</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians [1, 2, 3, 4, 5, 7].</li> </ul>	
<b>What makes some places sacred to believers?</b>	<ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there [3, 4, 5, 6].</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean [3, 4, 5, 7].</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 1, 2, 6].</li> </ul>	
<b>Why does Easter matter to Christians?</b>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible [1, 2].</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) [2, 6].</li> </ul>	
<b>What does it mean to belong to a faith community?</b>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities [1, 2, 5, 6].</li> <li>Say simply what Jesus and one other religious leader taught about loving other people [6].</li> </ul>	
<b>Who is a Muslim and how do they live?</b>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims [1, 6].</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean [1].</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad [2].</li> </ul>	

## Heart

- Learners can identify core beliefs and concepts studied and give a simple description of what they mean
- Learners can give at least one example of how people use stories, texts and teachings to guide their beliefs and actions
- Learners can think, talk and ask questions about whether the ideas they have been studying, have something to say to them
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.

**RE- Year Three**

	Head	Hands
<b>What does it mean to be Hindu in Britain today?</b>	<ul style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja) [1, 2]</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) [1, 2, 3, 4, 5, 6].</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) [1, 5, 7].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to a range of questions using given materials and sources.</li> <li>Learners can retell stories through drama and conversation</li> <li>Learners can describe in detail an artefact after seeing and touching it.</li> <li>Learners can draw sketches of religious artefacts and explain their meaning.</li> <li>Learners can use pictures to find out about different religions and make connections and comparisons between them.</li> <li>Learners can create their own artefacts using a range of different materials.</li> <li>Learners can use a range of different medium, such as song, to speak about religion.</li> </ol>
<b>How and why do people mark the significant events of life?</b>	<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean [1, 5].</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today [2, 3, 4, 5, 6].</li> </ul>	
<b>What do Christians learn from the Creation story?</b>	<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story' [1].</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation [1, 2].</li> <li>Recognise that the story of 'the Fall' in Genesis 3 give an explanation of why things go wrong in the world [1].</li> </ul>	
<b>Why do Christians call the day Jesus dies 'Good Friday'?</b>	<ul style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live [1, 5, 7].</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians [2, 3, 4, 6].</li> <li>Give examples of what Christians say about the importance of the events of Holy Week [1, 2, 5].</li> </ul>	
<b>What do Hindus believe God is like? (Brahman)</b>	<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God [1, 3, , 5, 6].</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God [2, 5].</li> <li>Offer informed suggestions about what Hindu murtis express about God [5].</li> </ul>	
<b>What is the Trinity and why is it important for Christians?</b>	<ul style="list-style-type: none"> <li>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains [1. 2].</li> <li>Offer suggestions about what texts about baptism and Trinity mean [1].</li> <li>Give examples of what these texts mean to some Christians today [1].</li> </ul>	

## Heart

- Learners can make a link between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own
- Learners can explain how people show their beliefs in how they worship and in the way they live
- Learners can start to ask questions and suggest answers about how beliefs and practices studied might make a difference to how pupils think and live
- Learners can identify some differences in how people put their beliefs into action
- Learners can give good reasons for the views they have and the connections they make
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.

**RE- Year Four**

	Head	Hands
<b>How do festivals and family life show what matters to Jewish people?</b>	<ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean [1].</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people [1, 2].</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today [1, 5].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to a range of questions using given materials and sources.</li> <li>Learners can retell stories through drama and conversation</li> <li>Learners can describe in detail an artefact after seeing and touching it.</li> <li>Learners can draw sketches of religious artefacts and explain their meaning.</li> <li>Learners can use pictures to find out about different religions and make connections and comparisons between them.</li> <li>Learners can create their own artefacts using a range of different materials.</li> <li>Learners can use a range of different medium, such as song, to speak about religion.</li> </ol>
<b>How and why do people mark the significant events of life?</b>	<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean [1, 5, 7].</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today [1, 3, 4, 5, 6].</li> </ul>	
<b>What kind of world did Jesus want? [Gospel]</b>	<ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus [2].</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ [1].</li> <li>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian [1, 2, 5].</li> </ul>	
<b>What is the impact of Pentecost?</b>	<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth [1, 2].</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean [1, 2].</li> <li>Give examples of what Pentecost means to some Christians now [1, 2, 3, 4, 5, 6, 7].</li> </ul>	
<b>How do festivals and worship show what matters to a Muslim?</b>	<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1 [1].</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) [1, 7].</li> </ul>	
<b>What is it like for someone to follow God?</b>	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant [2, 5].</li> </ul>	

## Heart

- Learners can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Learners can describe how people show their beliefs in how they worship and in the way they live
- Learners can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Learners can identify some differences in how people put their beliefs into action
- Learners can give good reasons for the views they have and the connections they make
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.

**RE- Year Five**

	Head	Hands
<b>Why do Hindus try to be good?</b>	<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately [1].</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc [1, 2].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to a range of questions and ideas using given materials and sources.</li> <li>Learners can retell stories through drama and conversation</li> <li>Learners can describe in detail an artefact after seeing and touching it, considering its meaning and purpose.</li> <li>Learners can draw sketches of religious buildings and their contents, explaining the significance behind them.</li> <li>Learners can use pictures to raise questions and compare and contrast religions, making connections between them.</li> <li>Learners can create their own artefacts using a range of different materials.</li> <li>Learners can use a range of different medium, such as song, to speak about religion.</li> </ol>
<b>Why do Christians believe Jesus was the Messiah?</b>	<ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible [1, 2, 7].</li> <li>Identify Gospel and prophecy texts, using technical terms [1, 2].</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms [1, 5, 7].</li> </ul>	
<b>Why is the Torah so important to Jewish people?</b>	<ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God [3, 4, 5, 6].</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them [1, 2, 7].</li> </ul>	
<b>What do Christians believe Jesus did to save people?</b>	<ul style="list-style-type: none"> <li>Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it [1, 2].</li> <li>Explain what Christians mean when they say that Jesus’ death was a sacrifice [3, 7].</li> </ul>	
<b>What does it mean for Christians to believe that God is holy and loving?</b>	<ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately [1, 2].</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms [1, 2, 3, 5, 6].</li> </ul>	
<b>How do Christians decide how to live? What would Jesus do?</b>	<ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative) [1, 2].</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts [1, 2, 3, 4].</li> </ul>	

## Heart

- Learners can reflect on lessons people might gain from the beliefs/practices studied, including their own responses.
- Learners can consider how ideas studied can relate to their own experiences and experiences of the world today, developing insights of their own and giving reasons for the views they have and the connections they make
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.



**RE- Year Six**

	Head	Hands
<b>What does it mean to be a Muslim in Britain today?</b>	<ul style="list-style-type: none"> <li>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) [1, 5, 6].</li> <li>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) [1, 3, 4, 7].</li> </ul>	<ol style="list-style-type: none"> <li>Learners can find answers to a range of questions and ideas using given materials and sources.</li> <li>Learners can retell stories through drama and conversation</li> <li>Learners can describe in detail an artefact after seeing and touching it, considering its meaning and purpose.</li> <li>Learners can draw sketches of religious buildings and their contents, explaining the significance behind them.</li> <li>Learners can use pictures to raise questions and compare and contrast religions, making connections between them.</li> <li>Learners can create their own artefacts using a range of different materials.</li> <li>Learners can use a range of different medium, such as song, to speak about religion.</li> </ol>
<b>For Christians what kind of king is Jesus?</b>	<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the kingdom of God [1, 2, 5].</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations [1, 2, 5, 7].</li> </ul>	
<b>Creation and Science: conflicting or complementary?</b>	<ul style="list-style-type: none"> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose [1,2].</li> <li>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations [3, 4, 5, 6, 7].</li> </ul>	
<b>Why do some people believe in God and some people don't?</b>	<ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs [1].</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from [1, 3, 5, 6, 7].</li> <li>Give examples of reasons why people do or do not believe in God [1].</li> </ul>	
<b>How does Faith help when life gets hard?</b>	<ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life [1, 7].</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences [1, 2, 5].</li> </ul>	

**Heart**

- Learners can reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
- Learners can consider and weigh up how ideas studied can relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
- Learners can demonstrate the ability to work with other children to learn about and share information and beliefs
- Learners can demonstrate the ability to work with other children to discuss information and beliefs.
- Learners can show enthusiasm towards religion and a desire to find out more.
- Learners look for opportunities to show their beliefs in everyday life.
- Learners are able to share their beliefs about religion.

