

RE Assessment Grid

Skills Knowledge

Highlight the statements that most of the class have achieved as you teach them.

Key Areas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing	<p><u>(1.1) Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> ➤ Talk about some simple ideas about Christian beliefs about God and Jesus ➤ Talk about issues of good and bad, right and wrong arising from stories ➤ Re-tell a story that shows what a Christian might think about God, in words, drama and pictures suggesting what it means ➤ Ask some questions about believing in God and offer some ideas of their own 	<p><u>(1.3) Who is Jewish and what do they believe?</u></p> <ul style="list-style-type: none"> ➤ Talk about how the mezuzah in the home reminds Jewish people about God ➤ Talk about how Sha <p><u>(1.2) Who is Muslim and what do they believe?</u></p> <ul style="list-style-type: none"> ➤ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah ➤ Re-tell a story about the life of the prophet Muhammad ➤ Recognise some objects used by Muslims and suggest why they are important ➤ Identify some ways Muslims mark Ramadan and celebrate Eid and how this might make them feel 	<p><u>(2.1) What do people believe about God? (Christians, Muslims)</u></p> <ul style="list-style-type: none"> ➤ Describe some of the ways in which Christians, Hindus and /or Muslims describe God ➤ Ask questions and suggest some of their own responses to ideas about God ➤ Suggest why having a faith or belief in something can be hard ➤ Identify how and say why it makes a difference in people's lives to believe in God 	<p><u>(2.3) – Why is Jesus inspiring to some people</u></p> <ul style="list-style-type: none"> ➤ Make connections between some of Jesus' teachings and the way Christians live today ➤ Describe how Christians celebrate Holy Week and Easter Sunday ➤ Identify the most important parts of Easter for Christians and say why they are important ➤ Give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter 	<p><u>(2.1) Why do some people think God exists? Christians and non-religious (e.g Humanists)</u></p> <ul style="list-style-type: none"> ➤ Outline clearly a Christian understanding of what God is like using examples and evidence ➤ 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 thoughtful ideas about the impact of believing or not believing in God on someone's life ➤ Present different views on why people believing in God or not including their own ideas <p><u>(2.2) What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</u></p> <ul style="list-style-type: none"> ➤ Outline Jesus' teaching on how his followers should live ➤ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live ➤ Explain the impact Jesus' example and teaching might have on Christians today ➤ Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today 	<p><u>(2.3) What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)</u></p> <ul style="list-style-type: none"> ➤ Express ideas about how and why religion can help believers when times are hard, giving examples ➤ Outline Christian, Hindu and/or non-religious beliefs about life after death ➤ Explain some similarities and different between beliefs about life after death ➤ Explain some reasons why Christians and Humanist have different ideas about afterlife

Expressing	<p><u>(1.6) How and why do we celebrate special and sacred times?</u> Harvest Advent and Christmas Mothering Sunday – Christian</p> <ul style="list-style-type: none"> ➤ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion ➤ Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and day why these are important believers ➤ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion ➤ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studies and say why they matter to believers <p><u>(1.5) What makes some places sacred?</u></p> <ul style="list-style-type: none"> ➤ Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used ➤ Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/ or synagogues show what people believe ➤ Describe some ways in which people use music in worship and talk about how different kinds of music makes them feel 	<p><u>(1.6) How and why do we celebrate special and sacred times?</u> Sukkot – Jewish Festival Hannukah – Jewish Festival Lent – Christian Holy Week – Christian Easter – Christian Ramadan – Muslim Eid – Muslim</p> <ul style="list-style-type: none"> ➤ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion ➤ Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and day why these are important believers ➤ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion ➤ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studies and say why they matter to believers 	<p><u>(2.4) Why do people pray? (Christians, Muslims)</u></p> <ul style="list-style-type: none"> ➤ Describe the practice of prayer in the religions studied ➤ Make connections between what people believe about prayer and what they do what they pray ➤ Describe ways in which prayer can comfort and challenge believers ➤ Describe and comment on similarities and difference between how Christians, Muslims and Hindus pray 	<p><u>(2.5) Why are festivals important to religious communities?</u> Diwali – Hindu festival</p> <ul style="list-style-type: none"> ➤ Make connections between stories, symbols and beliefs with what happens in at least two festivals ➤ Ask questions and give ideas about what matters most to believers in festivals ➤ Identify similarities and differences in the way festivals are celebrated within and between religions ➤ Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. <p><u>(2.6) Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Muslims and/or Jewish people</u></p> <ul style="list-style-type: none"> ➤ Suggest why some people see life as a journey and identify some of the key milestones on this journey ➤ Describe what happens to Christian, Jewish, and or Hindu ceremonies or commitment and say what these rituals mean ➤ Suggest reasons why marking the milestones of life are important to christens, Hindus and or Jewish people ➤ Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief 	<p><u>(2.4) If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish</u></p> <ul style="list-style-type: none"> ➤ Make connections between how believers feel about places of worship in different traditions ➤ Select and describe the most important functions of a place of worship for the community ➤ Give examples of how places of worship support believers in difficult times, explaining why this matter to believers ➤ Present ideas about the importance of people in a place of worship, rather than the place itself 	<p><u>(2.5) Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)</u></p> <ul style="list-style-type: none"> ➤ Describe and make connections between examples of religious creativity (buildings and art) ➤ Show understanding of the value of sacred buildings and are ➤ Suggest reasons why some believers see generosity and charity as more important than buildings and art ➤ Apply ideas about values and from scriptures to the title question
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RE Assessment Grid

Skills Knowledge

	➤ Ask questions about what happens in a church, synagogue or mosque					
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Living	<p><u>(1.7) What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> ➤ Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers ➤ Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the action and symbols mean ➤ Identify two ways people show they belong to each other when they get married ➤ Respond to examples of co-operation between different people 	<p><u>(1.8) How should we care for others and the world and why does it matter? Christians, Muslims and/or Jewish people</u></p> <ul style="list-style-type: none"> ➤ Re-tell bible stories and stories from another faith about caring for others and the world ➤ Identify ways that some people make a response to God by caring for others and the world ➤ Talk about issues of good and bad, right and wrong arising from the stories ➤ Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more ➤ Use creative ways to express their own ideas about the creations story and what it says about what God is like 	<p><u>(2.7) What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> ➤ Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings ➤ Describe some ways in which Christians express their faith through hymns and modern worship songs ➤ Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes ➤ Discuss links between the actions of Christians in helping others and ways in which people of faiths and beliefs, including pupils themselves, help other 	<p><u>(2.8) What does it mean to be a Hindu in Britain today?</u></p> <ul style="list-style-type: none"> ➤ Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life ➤ Describe some ways in which Hindus express their faith through puja, aarti and bhajans ➤ Suggest at least two reasons why being a Hindu is a good thing in Britain today and two reasons why it might be hard sometimes ➤ Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves help others <p><u>(2.9) What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non- religious responses (e.g. humanists)</u></p> <ul style="list-style-type: none"> ➤ Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions ➤ Make connections between stories of temptation and why people can find it difficult to be good ➤ Give examples of ways in which some inspirational people have been guided by their religion ➤ Discuss their own and others' ideas about how people decide right and wrong 	<p><u>(2.6) What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> ➤ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad ➤ Describe and reflect on the significance of the Holy Qur'an to Muslims ➤ Describe the forms of guidance a Muslim uses and compare them to forms of Guidance experience by the pupils ➤ Make connections between the key functions of the mosque and the beliefs of Muslims 	<p><u>(2.7) What matters most to Christians and Humanists?</u></p> <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 some Christians and Humanist values simply ➤ Express their own ideas about some big moral concepts such as fairness and honesty, comparing them with the ideas of other they have studied ➤ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult offering different points of view <p><u>(2.8) What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims</u></p> <ul style="list-style-type: none"> ➤ Make connections between beliefs and behaviour in different religions ➤ Outline the challenges of being a Hindu, Christian or Muslim in Britain today ➤ Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions ➤ Consider similarities and differences between beliefs and behaviour in different faiths
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