



RE Curriculum Assessments

Christianity/Islam/Sikhism			
YEAR	KEY LEARNING QUESTION	KEY VOCABULARY	ASSESSMENT OPPORTUNITIES
EYFS	<p><i>Why do we celebrate?</i></p> <p><i>Why are times special for different people and why?</i></p>	<p>Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Ramadan, Religion, Fasting, Diya Lamp, Rangoli</p>	<p>Children at the expected level of development will:</p> <p>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.</p> <p>What is similar and different about the religions/festivals we have learned about? Sorting picture and words using a Venn diagram.</p> <p>(ANALYSING/EVALUATING)</p>
	<p><i>Which stories and books are special for different people and why?</i></p>	<p>Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh), Angel Jibril, prophet</p>	<p>Children at the expected level of development will:</p> <p>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.</p> <p>Which is your favourite story we have read? Why? Draw a picture and write a sentence/explain orally.</p> <p>(REMEMBERING/UNDERSTANDING)</p>
	<p><i>Which places are special for different people and why?</i></p>	<p>Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad</p>	<p>Children at the expected level of development will:</p> <p>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.</p> <p>Build and label a mosque/church.</p> <p>(APPLYING/CREATING)</p>
	<p><i>What is special about our world?</i></p>	<p>Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique</p>	<p>Children at the expected level of development will:</p> <p>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.</p> <p>Design a poster about caring for our world.</p> <p>(APPLYING/ CREATING)</p>



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Christianity (God)						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>Why do Christians say that God is a 'Father'?</i>	<ul style="list-style-type: none"> * know that Christians refer to God as 'Father' * talk about why Christians might compare God to a loving parent 	<ul style="list-style-type: none"> * talk about how and why Christians might want to talk to God * suggest symbolic meanings of rituals and items used in Christian prayer 	<ul style="list-style-type: none"> * talk about the importance of love in families * talk about the ways in which they are cared for and supported by family members 	<ul style="list-style-type: none"> * 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"> *Record a video to who is in their family and how they are cared for. <p>(REMEMBERING)</p>
Y2	<i>Does how we treat the world matter?</i>	<ul style="list-style-type: none"> * retell (simply) the Genesis 1 story of creation * suggest why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> * suggest ways that Christians might express their concern for the natural world * describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> * identify ways in which humans use (and abuse) the natural world * about why our planet should matter to all humans – and how this should influence our behaviour 	<ul style="list-style-type: none"> * reflect on their own use of the world's resources * ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> *Present ways to look after the world e.g. poster/leaflet and explain why. <p>(APPLYING)</p>
Y3	<i>How (and why) have some people served God?</i>	<ul style="list-style-type: none"> * 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 God 	<ul style="list-style-type: none"> * 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 * talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> * identify inspirational people/role models for the world today * describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> * discuss who makes a good role model and why * raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> •Question a leader of a local church to investigate how a church leader might serve the local church and community – make links with the idea of serving God. <p>(ANALYSING)</p>
Y4	<i>How and why might Christians use the Bible?</i>	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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) 	<ul style="list-style-type: none"> * 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 to live their lives 	<ul style="list-style-type: none"> * 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"> *Discuss the reasons why Christians might use the bible and other sources of authority. <p>(UNDERSTANDING)</p>



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<p>Y5</p>	<p><i>Why is it sometimes difficult to do the right thing?</i></p>	<ul style="list-style-type: none"> * describe Christian beliefs about sin and forgiveness * describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God * suggest different ways that this story might be understood by Christians 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> *consider the different ways that myth and stories are and used * explain how a ‘truth’ might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is ‘true’ – and how there might be different types of truth * discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> *Consider other people’s points of views through discussions about topical issues (linked to PSHRE). <p style="text-align: center;">(EVALUATING)</p>
<p>Y6</p>	<p><i>How do Christians mark the ‘turning points’ on the journey of life?</i></p>	<ul style="list-style-type: none"> * describe Christian beliefs about sin and forgiveness * describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God * suggest different ways that this story might be understood by Christians 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> *consider the different ways that myth and stories are and used * explain how a ‘truth’ might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is ‘true’ – and how there might be different types of truth * discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> *Draw a timeline, marking on the key events in a Christian’s life. Explain each point. *Diary entry to explain different baptisms – photo story or written account. <p style="text-align: center;">(ANALYSING)</p>



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Christianity (Jesus)						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>Why is Jesus special to Christians?</i>	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Identify religious aspects of Christmas celebrations *Talk about why Christmas is a special time for Christians 	<ul style="list-style-type: none"> * Consider how and why babies might be special – and why they need love and care. * Talk about the importance of looking after those who cannot help themselves 	<ul style="list-style-type: none"> * Talk about their own beginnings and how they were welcomed into the family. * Reflect on who has helped them in life so far 	<ul style="list-style-type: none"> *Summarise the Christmas story through role play. <p>(UNDERSTANDING)</p>
Y2	<i>Why do Christians say that Jesus is the 'Light of the World'?</i>	<ul style="list-style-type: none"> * 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 God 	<ul style="list-style-type: none"> * identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light car services, Christingle) – and the symbolic meaning * talk about the different ways that Christians might celebrate Christmas 	<ul style="list-style-type: none"> * identify different ways that humans use light * discuss the importance of light – as a source of comfort, security and hope * talk about how and why light might be an important symbol 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> *Explain how light has helped them in dark times (using inference). <p>(UNDERSTANDING)</p>
Y3	<i>What does it mean to be a disciple of Jesus?</i>	<ul style="list-style-type: none"> * 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) 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * talk about what it means to have charisma * 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 	<ul style="list-style-type: none"> * reflect on their own leadership abilities * discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> *Negotiate the qualities of a good role model and leader – explain why they are important how they apply to Jesus. <p>(CREATING)</p>
Y4	<i>Is sacrifice an important part of religious life?</i>	<ul style="list-style-type: none"> *retell the story of Jesus in the wilderness *identify Christian beliefs about Jesus reflected in this story *suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> *describe what a Christian might do during Lent and why *explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this *Discuss Christians who have been examples of sacrificial love (e.g. Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 *consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> *Reflect on sacrifices they have made - comparing religious and non-religious sacrifices. <p>(EVALUATING)</p>

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<p>Y5</p>	<p><i>What do we mean by a miracle?</i></p>	<p>*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</p>	<p>*describe why some Christians might go on pilgrimage to places associated with miraculous events *explain the impact that belief in miracles and the power of prayer might have on a Christian</p>	<p>*explain the difference between fact, opinion and belief *consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</p>	<p>*discuss their own beliefs – is there anything that they accept as truth which others may not agree with? *reflect on how they make decisions about what is/is not true</p>	<p>*Prepare for a debate on belief in miracles from their given perspective. They should be able to use evidence to support their arguments. (APPLYING)</p>
<p>Y6</p>	<p><i>Why do Christians believe Good Friday is 'good'?</i></p>	<p>*retell the events leading up to and including the death of Jesus *explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p>	<p>*explain how and why Christian individuals and communities might celebrate the events of Holy Week *use religious vocabulary to describe and explain the Eucharist *explain different Christian beliefs about the Eucharist and its importance</p>	<p>*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'</p>	<p>*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</p>	<p>Give pupils four images linked to Easter: a collection of chocolate eggs; the empty tomb; the cross at Golgotha and the bread and wine from Eucharist. Pupils explain the Christian beliefs and traditions represented by each image. Articulate responses to the following questions: What is the connection between the images? If you were asked which picture is the odd one out, which one would you choose and why? (APPLYING)</p>



RE Curriculum Assessments

Christianity (Church)						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>How might some people show that they 'belong' to God?</i>	*know that some Christians welcome babies into the 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	*Devise baptism certificates - what images, symbols or words could they use to show that the baby is now a member of the Christian family? (CREATING)
Y2	<i>What unites the Christian community?</i>	*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	*Construct a church – labelling the parts and uses. (CREATING)
Y3	<i>What do Christians mean by the 'Holy Spirit'?</i>	*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/fruits of the Spirit	*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	*discuss their own sense of value and what is good/unique about being them *reflect on the people that they value in their lives – and how they show their appreciation	*Explain the Holy Spirit through creating a Whitsuntide banner. (APPLYING)
Y4	<i>What does 'love your neighbour' really mean?</i>	*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 *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 *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	* Create a mind map of ways in which a Christian could show their love of others in their daily lives. (ANALYSING)

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<p>Y5</p>	<p><i>How do people decide what to believe?</i></p>	<p>*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</p>	<p>*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 *describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p>	<p>*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</p>	<p>*raise meaningful questions about things that puzzle them *differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p>	<p>* Define their own ‘creed’ containing their personal beliefs and values. (REMEMBERING)</p>
<p>Y6</p>	<p><i>If life is like a journey, what’s the destination?</i></p>	<p>*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</p>	<p>*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</p>	<p>*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</p>	<p>*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</p>	<p>*Recall a time when it has been difficult to forgive and explain why. How has this influenced them? (REMEMBERING)</p>



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Islam						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>How might beliefs about creation affect the way people treat the world?</i>	<ul style="list-style-type: none"> * know that Muslims believe in one God (Allah) *know that Muslims believe the world was created by God *Talk about why Muslims might value the natural world 	<ul style="list-style-type: none"> * know that Islam teaches that humans should be caretakers(stewards/Khalifahs) of the planet *Suggest how Muslims might show respect for God by caring for the natural world 	<ul style="list-style-type: none"> * Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it 	<ul style="list-style-type: none"> * Reflect on how they treat the natural world – and if they have a duty to look after it 	<ul style="list-style-type: none"> *Paint/sketch artwork to show their understanding about looking after the world. <p style="text-align: center;">(APPLYING)</p>
Y2	<i>Why do Muslims believe it is important to obey God?</i>	<ul style="list-style-type: none"> *suggest why Muslims believe that it is important to respect God *talk about why Muslims would want to show their gratitude to God *know that submission to God is an important aspect of Islamic life 	<ul style="list-style-type: none"> *identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis *describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat *suggest how making time for the five daily prayers is an act of submission 	<ul style="list-style-type: none"> *talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) *identify ways in which humans show their gratitude 	<ul style="list-style-type: none"> *talk about the things they do on a regular basis as a sign of their commitment and belonging *reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> *Link a series of photographs in Islam to tell the story of a Muslim going to prayer - using specialist vocabulary in their story. <p style="text-align: center;">(ANALYSING)</p>
Y3	<i>Why is the Prophet Muhammad (pbuh) an example for Muslims?</i>	<ul style="list-style-type: none"> *Develop an understanding of the importance of founders and leaders for religious communities *Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) *Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> *Describe and give reasons for the Islamic practice of Zakat * Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. 	<ul style="list-style-type: none"> *Identify characteristics of a good role model *Discuss how good role models can have a positive impact on individuals, communities and societies. 	<ul style="list-style-type: none"> *Reflect on their own aspirations for themselves and others *Ask questions and suggest answers about how they can try to make the world a better place. 	<ul style="list-style-type: none"> *Identify the qualities which made Prophet Muhammad an example for Muslims. Use evidence to support this. <p style="text-align: center;">(REMEMBERING)</p>
Y4	<i>Why do Muslims fast during Ramadan?</i>	<ul style="list-style-type: none"> *explore Islamic teachings about Ramadan from the Qur'an *make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> *use subject specific language to describe how and why Muslims fast at Ramadan *explain the importance of Ramadan in the context of the Five Pillars of Islam *consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> *discuss (with relevant examples) the importance of showing commitment to a belief, value or community *consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> *reflect on their own beliefs, values and commitments *consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> *Design own Five Pillars based on personal values. *Roleplay a conversation between two people about why Muslims fast during Ramadan. <p style="text-align: center;">(CREATING)</p>



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<p>Y5</p>	<p><i>Why is the Qur'an so important to Muslims?</i></p>	<p>*explore Islamic beliefs about the Qur'an as the word of God *explain how and why the Qur'an is a source of guidance for life for a Muslim *explain the impact of believing that the Qur'an is divine revelation *describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</p>	<p>*explain how and why Muslims might commemorate the Night of Power *describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God *explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</p>	<p>*discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority *suggest when and why people might want guidance about how to live</p>	<p>*discuss who or what has guided them in their own beliefs, values and commitments *reflect on what 'ultimate authority' might mean for them</p>	<p>*Produce a presentation about sources of authority for their peers. (CREATING)</p>
<p>Y6</p>	<p><i>What is Hajj and why is it important to Muslims?</i></p>	<p>* analyse the Five Pillars of Islam and how they are linked * explain how the beliefs and values of Islam might guide a person through life * explain the importance of the Ummah for Muslims and that this is a community of diverse members</p>	<p>* describe and explain the importance of Hajj, including the practices, rituals and impact * explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</p>	<p>* discuss the various events that might happen on the journey of life and how people might change over the course of their life * consider what support people might need on life's journey</p>	<p>* ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</p>	<p>Film a Hajj diary – including the experiences, emotions and personal reflections of a Hajj. (CREATING)</p>



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Judaism						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>Why might some people put their trust in God?</i>	*Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) *Give an example of a core value or commitment (trusting that God will keep his promise)	*Use some religious words and phrases to recognise and name features of religious traditions (e.g. Sukkot, festival) *Talk about the way that religious beliefs might influence the way a person behaves (e.g. like Noah and Abraham, Jewish people should trust that God keeps his promises)	*Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – e.g. Sukkot) *Notice that for many people, trust is an important part of human life	*Ask questions (about the importance of trust and who they can trust/rely on in their own lives)	*Compare how people celebrate Sukkot with other festivals (link with Maths). (ANALYSING)
Y2	<i>What aspects of life really matter?</i>	*retell the story of Moses being given the Ten Commandments *know some of the Commandments – e.g. Keep the Sabbath Day holy, Respect your mother and father *suggest ways in which the Ten Commandments might influence the life of a believer	*talk about how keeping the Sabbath day holy might influence a Jewish person *talk about how the Sabbath is a way of making time for God and family *know about the Jewish tradition of Friday night dinner	*talk about why some people are particularly special to us *suggest how and why it is important to make time for the people who really matter in our lives	*talk about the people who are special to them and identify the importance of these relationships in their lives *give examples of why it is important to spend quality time with the people who matter	*Recognise which aspects of life matters to them and to Jewish people – present this. (REMEMBERING)
Y3	-----					
Y4	-----					
Y5	<i>Do people need laws to guide them?</i>	*Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers *Explain the impact of Jewish beliefs and values – including reasons for diversity	*Explain differing forms of expression within the context of Jewish worship. *Describe diversity of religious practices and lifestyle within t *Interpret the deeper meaning of symbolism – contained in stories, images and actions	*Explain (with appropriate examples) where people might seek wisdom and guidance *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	*Provide pupils with images of Jewish use of the Torah and worship at the synagogue. Demonstrate their understanding of what, why and how. (UNDERSTANDING)
Y6	-----					



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Sikhism						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1						
Y2						
Y3	<i>Why are the Gurus important to Sikhs?</i>	*Develop an understanding of the importance of founders and leaders for religious communities * Identify Sikh beliefs and values contained within the stories of the lives of the Gurus	* Describe how and why the Guru Granth Sahib is treated with great respect * Suggest how and why Sikhs might show commitment to their faith	* Identify people and ideas that inspire commitment *Discuss the different ways that people might show that they are committed	*Reflect on their own commitments and the impact that these have on their lives *Ask questions about the value of having commitments	*Annotate an image of a Khalsa Sikh – how does they show commitment to their faith? (UNDERSTANDING)
Y4	<i>How do Sikhs express their beliefs and values?</i>	* explore teachings and stories from Sikhism * describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * make links between the beliefs, values and practices of Sikhism	* use subject specific language to describe how and why Sikhs show their religious commitments and values * explain how clothing and behaviour might be symbolic of beliefs, values and commitments	* discuss (with relevant examples) the importance of how we view and behave towards others * talk about how our outward behaviour reflects our inner beliefs, values and commitments	* reflect on their own concept of living a good life and how this influences the way that they treat others * discuss own thoughts and feelings about equality and justice	*Tabulate knowledge to demonstrate how Sikhs express their beliefs and values. (REMEMBERING)
Y5						
Y6						



RE Curriculum Assessments

Hinduism						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1	<i>What do Hindus believe about God?</i>	<ul style="list-style-type: none"> *know that Hindus believe in one God in many forms *know that Hindus believe that God is present in all living things *suggest what Hindus might learn about God from the story of the blind men and the elephant 	<ul style="list-style-type: none"> *talk about how and why Hindus might use statues and images (murtis) in their worship *suggest symbolic meanings expressed in the images 	<ul style="list-style-type: none"> *talk about the different ways that people can be seen and described *consider how people might have multiple roles 	<ul style="list-style-type: none"> *reflect on how others might see them *talk about the different roles that they might have (friend, child, brother/sister etc.) 	<ul style="list-style-type: none"> *Investigate the use of murti in Hindu worship and comment on its links between Hindus and God. <p>(EVALUATING)</p>
Y2	<i>How might people express their devotion?</i>	<ul style="list-style-type: none"> * know that Hindus believe in one God (Brahman) who can be worshipped in many forms * know that these forms (the deities) have different qualities and are portrayed in different ways * suggest why Hindus might believe that it is important to show devotion to the deities 	<ul style="list-style-type: none"> * know that Hindus might worship at a Mandir and/or the home shrine * suggest why worship in the home might be important * describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray) 	<ul style="list-style-type: none"> * talk about qualities that make some people special * identify ways in which humans show their gratitude to the people who matter in their lives 	<ul style="list-style-type: none"> * talk about who is special to them and why * reflect on who they should be grateful to and how they might show this in words and actions 	<ul style="list-style-type: none"> *Persuade others how we show devotion through discussion. <p>(EVALUATING)</p>
Y3	<i>Why is family an important part of Hindu life?</i>	<ul style="list-style-type: none"> •develop an understanding of the importance of duty and commitment to many religions •know that following dharma (religious duty) is an important part of Hindu life •suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> •describe how and why Hindus might celebrate Raksha Bandhan •identify aspects of the celebration which remind Hindus of their dharma •identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> •identify sources of authority and inspiration •consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> •reflect on their own duties – to themselves, to their families, to their communities •discuss who or what they follow – and why 	<ul style="list-style-type: none"> *Review what their own duties are and present to others. <p>(EVALUATING)</p>
Y4	<i>What might a Hindu learn through celebrating Diwali?</i>	<ul style="list-style-type: none"> * explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy 	<ul style="list-style-type: none"> * use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> * discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> * reflect on their own concept of 'goodness' * discuss what gives them hope during difficult times 	<ul style="list-style-type: none"> *Make a display to depict their understanding of Diwali. <p>(EVALUATING)</p>



RE Curriculum Assessments

<p>Y5</p>	<p><i>What might Hindus learn from stories about Krishna?</i></p>	<ul style="list-style-type: none"> * make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty * explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus * explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> * describe and explain a variety of ways that Hindus might celebrate the festival of Holi * suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate * explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> * explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions * consider the different ways that myth and stories are and used * explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is 'true' – and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) * discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> *Imagine they have been to Holi celebration. One is the interviewer and the other is the interviewee. Write a short script for a television interview. Encourage children to think about what they can deduce from their knowledge of the faith - particularly its symbolism. <p style="text-align: right; color: red;">(ANALYSING)</p>
<p>Y6</p>	<p><i>Is there one journey or many?</i></p>	<ul style="list-style-type: none"> * analyse Hindu beliefs about samsara, karma and moksha and how these are linked * explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' * explain how belief in reincarnation and the law of karma might affect the way a Hindu lives 	<ul style="list-style-type: none"> * describe and explain the four ashramas (stages of life) in the life of a Hindu * explain how a person might change as they move from one ashrama to the next * consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama 	<ul style="list-style-type: none"> * discuss the special milestones that we might celebrate during a person's lifetime * discuss how our rights, responsibilities and relationships with others might change as we go through life 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions about their own journey of life * consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future 	<ul style="list-style-type: none"> *Using a timeline from a Hindu's point of view – give a comparison between this and a Christian's point of view. <p style="text-align: right; color: red;">(UNDERSTANDING)</p>



RE Curriculum Assessments

Buddhism						
YEAR	KEY LEARNING QUESTION	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	ASSESSMENT OPPORTUNITIES
Y1						
Y2						
Y3						
Y4						
Y5						
Y6	<i>What do we mean by a 'good life'?</i>	<ul style="list-style-type: none"> * analyse Buddhist beliefs and teachings about how to be content * explain Buddhist beliefs and values contained within the story of Prince Siddhartha * Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths 	<ul style="list-style-type: none"> * describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. * consider the importance of daily meditation in Buddhism 	<ul style="list-style-type: none"> * discuss the meaning of contentment – is it the same as happiness, or something different? * raise questions about the human experience of being unsatisfied – Why do humans so often want more than they have? To what extent does this prevent people from ever being happy? 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of * discuss the potential barriers to their happiness and what they can do to overcome these 	<ul style="list-style-type: none"> *Carry out a debate around the key learning question. <p style="text-align: center;">(EVALUATION)</p>