

Name:		Year group joined/date:			SEND/EI		PP: Yes/No	
RE								
	Year 1 Developing	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Story and teachings	Use props/ costumes to retell a section of a main Christian/ Islamic story.	Use props/ costumes to retell a main Christian / Islamic story.	On at least 3 occasions retell a story from the Bible or Koran.	Know the meaning behind at least 1 story from the Bible /Koran.	Know some of the teachings of the key religious figures in the religions/themes studied.	Explain how the teachings of the key religious figures in the religions/themes studied can shape the lives of believers.	Explore and suggest reasons for some of the similarities/ differences in teachings between religions.	Explore and suggest reasons for some of the similarities/ differences in teachings within and between religions.
Example	Use Nativity figures to act out parts of the Christmas story.	Retell the story of Mohammed (pbuh) and the crying camel.	Using words or pictures retell the story of Noah and the Ark.	Explain the meaning behind the story of Mohammed (pbuh).	Demonstrate an understanding of four parables.	Explain how the meaning behind the Pesach Plate could be related to their own lives. E.g. What ties me down? What sets me free?	Using the importance of light explore Divali, Hanukkah and the significance of Jesus 'light of the world' statement.	Understand the differences within branches of Christianity e.g. Consubstantiation and Transubstantiation.
Belonging	Explain the different 'special' clothes people wear.	Explain how special clothes help you to feel a sense of belonging.	Explain how clothes are used symbolically at different times in the religions/ themes studied.	Explain how changes in clothes signify maturity (rites of passage) in the different religions/themes studied.	Explore examples of commitment in their own experience.	Consider the qualities needed in standing up for what you believe in strongly.	Investigate the commitment believers make in their daily lives in the religions/ themes studied.	Express their views on the challenges of belonging to a religion.
Example	Draw a picture of the different clothes people wear for different occasions.	Explain how a school uniform helps you to feel part of a community.	Explain why a Priest's vestments change at different times of the year/ celebrations.	Describe the importance of a Christening gown.	Say how your experience of belonging to a friendship group affects how you treat newcomers to your class.	Explain the message behind the parables. E.g. Turn the other cheek.	Reflect upon how agreed codes of conduct e.g. class rules affects behaviour and how this relates to the way some religious people live.	Look at creation theories, explore a faith response, a scientific view and own ideas.
Learning from others	Show an awareness of things and people that matter to them and explain why.	On at least 2 occasions be able to talk about different inspirational people within the religions/themes studied.	Recognise why important figures are inspirational within the religions/themes studied.	Identify the qualities of a good leader and why they are held up as a good example to follow.	Understand what is meant when someone is regarded as an authority.	Reflect on the sources of guidance in their own lives.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Recognise questions that are of a religious nature and know that these questions do not have a definite answer.

Example	Draw a picture of a person, animal or object which they love.	Talk about Jesus and Mohammed (pbuh).	Retell/act out the story of Jesus healing the paralysed man explaining why it is such an important lesson to Christians.	Consider the role of the Imam in the community.	Explain how the arch Bishop of Canterbury leads Christians in England and the wider world.	Talk about people they admire and how experiences of belonging to a friendship/ religious group affect how they and others behave.	Make an informed response to a statement such as 'treat others as you wish to be treated.'	Produce personal belief statements in response to a variety of questions about the nature of God/gods.
Worship, pilgrimage and sacred places	Know the name of the key place of worship for Christianity.	Know the names of the places of worship for the religions/themes studied.	Describe at least 3 of the main features found in a place of worship in the religions/themes studied.	Identify the main features of a place of worship in the religion/themes studied and explain how they are used during worship.	Demonstrate knowledge of places of pilgrimage in 2 religions/themes studied.	Explore the difference between a visit and a pilgrimage,	Reflect on special places in their own lives.	Identify a place of personal significance and explore the feelings associated with visiting such a place.
Example	Talk about a church.	Explain that the main place of worship for a Muslim is a Mosque.	Explain that Muslims, in preparation for worship follow a particular routine that includes washing, removing shoes and facing Mecca	Explain how the alter, the tabernacle and font are used at times of worship.	Understand the significance of Lourdes in the Catholic faith and the wailing wall in the Jewish faith,	Explain whether or not a visit can be a pilgrimage for a non-believer.	Explore their own place of reflection and discuss the value of having times of stillness and silence.	Explain how memories can be triggered through the senses.
Symbols & expression	Recognise at least 1 Christian and Islamic symbol.	Recognise at least 3 key Christian and Islamic symbols.	Know the meaning of at least 3 key Christian and Islamic symbols.	Know the meaning of at least 5 Christian and Islamic symbols.	Identify similarities/ differences in symbolic actions of 3 given religions.	Show an understanding that symbols may be interpreted in different ways between 3 given religions.	Show an understanding that symbols may be interpreted in different ways within 3 given religions.	Explain how religious symbolism in each religion studied can be interpreted through art.
Example	Talk about the cross used at Easter and the Islamic Prayer Mat.	Talk about 'prayer hands,' the ashes on Ash Wednesday and palms.	Use the Crescent and Star, the colour green and the Arabic script for Allah on a poster.	Use the Good Shepherd, Shield of Trinity, dove, Ichthys and Chalis in a non-chronological report.	Describe the action of entering a place of worship, praying and reverence.	Discuss how different religions use their Holy Book.	Discuss the interpretation of communion within Christianity (body and blood of Christ).	Compare and contrast how different religious ideas on who and where god is are represented through art and poetry.

Believing	Understand what celebration means.	Describe 2 of the main festivals/ celebrations of the religions/themes studied.	Explain why the festivals / celebrations of the religions/themes studied are celebrated.	Compare festivals/ celebrations of the religions/themes studied and identify similarities and differences.	Explain how a belief in life after death affects the actions of individuals in the religion/them studied.	Explore and explain the significant/ importance of repentance in faith groups and how it is observed through festivals.	Examine the experience of suffering in and between faiths/themes studied.	Explain their own philosophical, moral and/or religious responses to a range of ultimate questions.
Example	Talk about giving and receiving gifts. Talk about how they celebrate special occasions.	Talk about Eid and the Christmas story.	Explain why Christians celebrate Easter.	Explain how the Church or Mosque are used at times of celebration.	Explain how a belief in life after death affects the actions on individual Christians and Hindus and how it is seen in the practices of their communities.	Explain the significance of repentance through Yom Kippur and Lent.	Explore the Buddhist belief that personal desire causes suffering and Hindus embrace karma.	Explore questions about the human soul and in the context of the Holocaust and subsequent genocides discuss why people respond differently.
Children below age related								
Children meeting age related expectations								
Children above age related expectations								

