

RE Progression of Knowledge

		Outcome		
	KNOWLEDGE	All	Most	Some
<u>Year 3</u>	<p><u>Belonging</u></p> <ul style="list-style-type: none"> - Know and understand the terms belonging and community - Know and describe feelings of belonging - Describe important features of the school community that help them to belong (e.g. clubs, uniform, competitions, links to the wider community e.g. beach clean etc) - Know some important features of a Christian community (e.g. ceremonies, services, key events, way of life) - Know and describe feelings of belonging that Christians have 	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Identify and describe some feelings of belonging -Describe some important features of the school community that help them belong -Identify some features of a Christian community 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Identify and describe feelings of belonging -Describe important features of the school community that help them belong -Identify features of a Christian community 	<p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> - Identify and describe a range of feelings of belonging -Describe a range of important features of the school community that help them belong -Identify a range of features of a Christian community
		<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and begin to comment on the lives of others.</p> <p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can begin evaluate the concepts by</p>	<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>

		describing in simple terms their value to themselves e.g. what belonging means to me		
	<p>Symbolism of Light (Hinduism and Christianity)</p> <ul style="list-style-type: none"> - Describe and understand the concept light (What is light? What is dark? What does it mean to you?) - Name events that use light and identify the purpose e.g. fireworks: light creates a sense of awe and wonder/excitement but at funerals light is used for the purpose of comforting. - Know and communicate feelings associated with light and dark - Describe the meaning of light and knows its importance for Christians and Hindus (through the Light of the World by Holman Hunt and the story of Rama and Sita and the Festival of Divali) - Skill: Explain how effective light is as symbol to themselves and Christians/Hindus 	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Describe in simple terms the difference between light and dark. -Name some popular events that use light and describe how it makes them feel. e.g. Candles on a birthday cake make me feel happy whereas candles at a funeral make me feel sad -List emotions they feel linked to light and dark - Recall some meanings of light to Christians and Hindus 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Describe clearly the difference between light and dark - Name a range of events that use light and describe how it makes them feel -List emotions they feel linked to light and dark an show an understanding that people can feel different emotions for the same event -Recall several meanings of light to Christians and Hindus 	<p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> - Describe clearly the difference between light and dark and give examples - Name a range of events that use light and dark and explain how it makes them feel -List emotions they and others feels towards light and dark and draw comparisons -Recall a range of meanings of light to Christians and Hindus
		<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and begin to comment on the lives of others.</p>	<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions</p>	<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p>

		<p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can begin evaluate the concepts by describing in simple terms their value to themselves e.g. what belonging means to me .</p>	<p>and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	<p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>
	Messages (Christianity)			
	<ul style="list-style-type: none"> - Know and understand the term message (What does it mean literally and metaphorically- the message behind the story?) - Describe and identify the messages given in the Parables, the Lord’s Prayer and The Sermon on the Mount - Know the messages communicated through the Magi - Know the value of Jesus’ messages to Christians and describe how this affects the way they behave - Know how to express a personal response to messages in their own experience (and how delivery of messages has changed over time) <p>Skill: Explain the importance of messages to Christians and give examples of how messages are significant in their own and others’ lives and in different situations (e.g. stranger danger)</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Describe in simple terms the meaning of a literal and metaphorical message - Name some messages given in the Parables, Lord’s Prayer and the Sermon on the Mount -Identify some messages given in the Magi -Say how important Jesus’s messages are to Christians and how they act as a result - Give examples of messages they’ve had in their own life and how they have acted accordingly 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Describe clearly the meaning of a literal and metaphorical message -Name several messages given in the Parables, Lord’s prayer and the Sermon on the Mount -Name the messages given through the Magi. -Describe the importance of Jesus’s messages to Christians and how they act as a result, with examples - Give examples of a range of messages they’ve had in their own life, how they have acted accordingly and how these 	<p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> - Explain clearly the difference between a literal and metaphorical meaning of the term message -Name and draw comparisons between the messages given in the Parables, Lord’s prayer and the Sermon on the Mount. -Name the messages given through the Magi and suggest the impact of these -Explain the importance of Jesus’s messages to Christians and how they act as a result, giving examples - Give examples of a range of messages they’ve had in their own life, how they have acted accordingly and how these messages have impacted on them (this to include thinking about any time when a child

		<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and begin to comment on the lives of others.</p> <p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can begin evaluate the concepts by describing in simple terms their value to themselves e.g. what belonging means to me .</p>	<p>messages have impacted on them.</p>	<p>hasn't listened and acted accordingly to a message given to them which was sensible and also any time when was of their friends has given them a message that wasn't sensible)</p>
			<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>
	<u>Suffering (Christianity)</u>			
	- Know the meaning of the word <i>suffering</i>	Those working towards expectations will:	Those achieving expectations will:	Those exceeding expectations will:

<p>Skill: Explain the significance and impact of suffering in daily life to them and others</p>	<ul style="list-style-type: none"> - Know examples of <i>suffering</i> and how the idea of <i>suffering</i> affects their lives - Know examples of suffering and the impact on the lives of others (recall key events and emotions for the Suffragettes, Martin Luther King, Chelsea McClammer) - Know examples of suffering in Christianity (Jesus on the Cross, Mary (his mother), Mary Magdalen (his friend) Pontius Pilate and his disciples) - Know what the Paschal candle is, how it is used and its significance to Christians - Know why Jesus dying and the suffering involved is important to Christians 	<ul style="list-style-type: none"> -Describe in simple terms the meaning of the word suffering - Recall some key events and emotions for Martin Luther King -Give some examples of suffering in Christianity e.g Jesus on the Cross and say who suffered -Say what the Paschal candle is and how it is used - Say why Jesus dying is important to Christians 	<ul style="list-style-type: none"> -Describe the meaning of the word suffering -Recall some key events and emotions for Martin Luther King and the suffragettes suffering -Give some examples of suffering in Christianity e.g. Jesus on the Cross and say who suffered (e.g. Jesus) and why - Describe what the Paschal candle is, how it is used and say how important it is to Christians - Say why Jesus dying and suffering is important to Christians 	<ul style="list-style-type: none"> -Explain the meaning of the word suffering -Recall some key events and emotions for Martin Luther King, the suffragettes and Chelsea McClammer - Give some examples of suffering in Christianity e.g. Jesus on the cross and explain who suffered (e.g. Jesus, his mother Mary and Mary Magdalen his friend) and why -Explain what the Paschal candle is, how it is used and how important it is to Christians. -Explain why Jesus dying and suffering is important to Christians
	<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and begin to comment on the lives of others.</p> <p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p>	<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the</p>	<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to</p>	

		Evaluate: They can begin evaluate the concepts by describing in simple terms their value to themselves e.g. what suffering means to me .	context of the practises of the religion studied. Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.	believers and by identifying and describing and issue raised.
	Good and evil (Hinduism)			
	<ul style="list-style-type: none"> - Know the meaning of good and evil - Know the difference between feeling angry and being evil - Know how to identify good and evil in the Hindu story: Holika - Know ways in which Hindus remember good and evil in the celebration of Holi - Know the reasons and importance of celebrating Holi for Hindus - Know incidents in their own and others' lives of good and evil <p>Skill: Explain the importance of celebrating good over evil</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Can describe in simple the terms the meaning of good and evil. - Can describe in simple terms the difference between feeling angry and being evil -Can identify good and evil in the Hindu story: Holika -Can give some ways Hindus remember good and evil in the celebration of Holi - Can give some reasons why Hindus celebrate Holi - Can recall incidents in their own life of good and evil 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of good and evil -Can describe the difference between feeling angry and being evil -Can identify good and evil in the Hindu story: Holika and describe their choices - Can give several ways Hindus remember good and evil in the celebration of Holi -Can give reasons why Hindus celebrate Holi and say why it is important -Can recall incidents in their own and others' lives of good and evil 	<p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> -Explain clearly the meaning of good and evil and give examples -Can explain the difference between feeling angry and being evil - Can identify good and evil in the Hindu story: Holika and explain their choices - Can give a range of ways Hindus remember good and evil in the celebration of Holi -Can give reasons why Hindus celebrate Holi and explain the significance - Can recall a range of incidents in their own and others' lives of good and evil
		<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own</p>	<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their</p>	<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>

		<p>lives and begin to comment on the lives of others.</p> <p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can begin evaluate the concepts by describing in simple terms their value to themselves</p>	<p>responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	<p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised</p>
	Protection (Hinduism)			
	<p>-Know the meaning of protection and offer a personal response</p> <p>- Know what protection means to other people</p> <p>- Know how the Hindu God Hindra protected the earth in the Hindu story: The Sky Indra</p> <p>-Know the ways in which protection is expressed by Hindus at Raksha Bandhan</p> <p>-Know the value of celebrating protection for Hindus</p> <p>Skill: Explain the importance of protection to Hindus</p>	<p>Those working towards expectations will:</p> <p>- Describe in simple terms the meaning of protection and offer a personal response</p> <p>- Describe in simple terms what protection means to other people</p> <p>-Describe in simple terms how the God Hindra protected the earth</p> <p>- Can give some ways in which protection is expressed by Hindus at Raksha Bandhan</p>	<p>Those achieving expectations will:</p> <p>-Describe clearly the meaning of protection and offer a personal response</p> <p>-Describe clearly what protection means to other people.</p> <p>-Describe how the God Hindra protected the earth</p> <p>- Give ways in which protection is expressed by Hindus at Raksha Bandhan.</p>	<p>Those exceeding expectations will</p> <p>-Explain simply the meaning of protection and offer a personal response</p> <p>- Explain simply what protection means to other people</p> <p>-Explain simply how the God Hindra protected the earth</p> <p>-Give ways in which protection is expressed by Hindus at Raksha Bandhan.</p> <p>- Explain simply why Hindus celebrate protection, giving a range of reasons.</p> <p>Communicate: They can describe their own responses to the concepts.</p>

		<p>-Can give some reasons why Hindus celebrate protection</p>	<p>- Can give a range of reasons why Hindus celebrate protection</p>	<p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised</p>
		<p>Communicate: With support they can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and begin to comment on the lives of others.</p> <p>Enquire: They can talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can begin to simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can begin evaluate the concepts by describing in simple terms their value to themselves</p>	<p>Communicate: They can describe in simple terms their responses to these concepts.</p> <p>Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.</p> <p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	
Year 4	Temptation (Christianity)			
	<ul style="list-style-type: none"> - Know what temptation means - Describe how Christians believe that Jesus was tempted (the three acts by the devil in the desert, tempt with food, tempt with kingdoms of the world, tempt him to jump off the top and be saved by God) 	<p>Those working towards expectations will:</p>	<p>Those achieving expectations will:</p>	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Describe what temptation means, giving examples to develop definition
		<ul style="list-style-type: none"> - Describe in simple terms temptation means 	<ul style="list-style-type: none"> - Describe what temptation means 	

	<ul style="list-style-type: none"> - Know how Christians make the right choices when tempted - Know why it is important for Christians to recognise that Jesus was tempted - Describe situations when people might be tempted 	<ul style="list-style-type: none"> • With support, describe how Christians believe that Jesus was tempted in the desert • Describe in simple terms how they feel when they are tempted • With support, describe why it is important for Christians to recognise that Jesus was tempted • Describe a situation when people might be tempted 	<ul style="list-style-type: none"> • Describe how Christians believe that Jesus was tempted in the desert • Describe how they feel when they are tempted • Describe why it is important for Christians to recognise that Jesus was tempted • Describe situations when people might be tempted 	<ul style="list-style-type: none"> • Describe how Christians believe that Jesus was tempted in the desert • Describe how they feel when they are tempted using a range of emotions to communicate clearly • Describe why it is important for Christians to recognise that Jesus was tempted • Describe a range of situations when people might be tempted
		<p>Communicate: They can describe in simple terms their responses to these concepts. Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others. Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions. Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied. Evaluate: They can evaluate the concepts by describing in simple terms their value to</p>	<p>Communicate: They can describe their own responses to the concepts Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing</p>	<p>Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>

		believers and by talking about an issue raised.	their value to believers and by identifying and describing and issue raised.	
	Holy (Christianity)			
	<ul style="list-style-type: none"> - Know the meaning of holy - Know how to describe the relationship between Mary and Jesus and the symbolism behind the artistic representation (e.g symbolism of light and colours) - Know ways in which the concept holy is presented in paintings and statues - Know the story of the annunciation and why Mary and Jesus are special - Know the different places where Christians use the image of Mary and Jesus -crib scenes, Christmas Cards, in churches, stained glass windows <p>Skill: Explain simply why the image of Mary and Jesus is important to Christians</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Can describe in simple terms the meaning of holy -Can describe the relationship between Mary and Jesus in simple terms and describe some ways this is represented through art -Know some ways artists represent the concept holy - Can retell the story of the annunciation and birth of Jesus in simple terms -Can name some different places where Christians use the image of Mary and Jesus 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of the word holy - Describe clearly the relationship between Mary and Jesus and describe ways this is represented through art - Know some ways artists represent the concept holy and their individual meaning - Can retell the story of the annunciation and birth of Jesus concisely - Can name a range of different places where Christians use the image of Mary and Jesus 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Explain clearly the meaning of the word holy - Describe clearly the relationship between Mary and Jesus precisely and draw comparisons with how this has been presented though art - Know a range of ways artists represent the concept holy and their individual meaning - Can retell the story of the annunciation and birth of Jesus concisely with appropriate detail - Can name a range of different places where Christians use the image of Mary and Jesus and explain their purpose
		<p>Communicate: They can describe in simple terms their responses to these concepts. Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others. Enquire: They can identify and talk about concepts that are</p>	<p>Communicate: They can describe their own responses to the concepts Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>	<p>Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p>

		<p>common to many religions and used in the study of religions. Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied. Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised.</p>	<p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>	<p>Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>
	<u>Worship (Christianity and Hinduism)</u>			
	<p>- Know the meaning of worship -Know different parts of the Church and their significance and role in Christian Worship - Know the different parts of a temple (in particular the shrine) and their significance and role in Hindu Worship - Know some Hindu gods and their symbolism and significance for Hindus during worship -Know how some of artefacts are used in Christian and Hindu worship. -Know ways in which different people create an opportunity for quiet reflection</p> <p>Skill: Explain the significance/importance of worship to Christians and Hindus</p>	<p>Those working towards expectations will: -Can describe in simple terms the meaning of worship - Know some different parts of a church and their role in worship -Know some different parts of a temple and their role in worship -Know some Hindu gods and describe their symbolism -Name some artefacts used in Christian and Hindu worship - Know same ways people in which people reflect quietly.</p>	<p>Those achieving expectations will: -Can describe clearly the meaning of worship - Can name a range of different parts of a church and their role in worship - Know a range of different parts of a temple and their role in worship - Know a selection of Hindu gods, their symbolism and describe why they are important during worship - Name some artefacts and describe how they are used in Christianity and Hinduism</p>	<p>Those exceeding expectations will -Can explain the meaning of worship - Can name a range of different parts of a church, their role and significance in worship -Know a range of different parts of a temple, their role and significance in worship - Know a range of Hindu gods, their symbolism and significance in Hindu worship -Name a range of artefacts and explain how they are used in Christianity and Hinduism -Know a range of ways different people use to reflect quietly.</p>

			-Know some ways different people use to reflect quietly.	Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.
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	<u>Devotion (Christianity and Hinduism)</u>			
	<ul style="list-style-type: none"> - Know the meaning of devotion - Know ways Christians show devotion to God - Know ways Hindus show devotion to God 	Those working towards expectations will: <ul style="list-style-type: none"> - Can describe in simple terms the meaning of devotion 	Those achieving expectations will: <ul style="list-style-type: none"> -Can describe clearly the meaning of devotion 	Those exceeding expectations will <ul style="list-style-type: none"> - Can explain the meaning of devotion with examples - Know a range of ways Christians and Hindus show

	<ul style="list-style-type: none"> - Know the meaning of some of the artefacts used in Christian and Hindu devotion. - Know the importance of devotion to Christians and Hindus - <p>Skill: Explain the significance of devotion to everyone</p>	<ul style="list-style-type: none"> - Know some ways Christians show devotion to God - Know some ways Hindus show devotion to God - Know the meaning of some of the artefacts used in Christian and Hindu devotion. - Can describe in simple terms the importance of devotion to Christians and Hindus 	<ul style="list-style-type: none"> - Know a range of ways Christians show devotion to God - Know a range of ways Hindus show devotion to God - Know the meaning of a range of artefacts used in Christian and Hindu devotion - Can describe clearly the importance of devotion to Christians and Hindus 	<p>devotion to God and draw comparisons.</p> <ul style="list-style-type: none"> - Know the meaning of a range of artefacts and how they are used in Christian and Hindu devotion - Can explain the importance of devotion to Christians and Hindus
		<p>Communicate: They can describe in simple terms their responses to these concepts. Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others. Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions. Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied. Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised</p>	<p>Communicate: They can describe their own responses to the concepts Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing their value to believers and by</p>	<p>Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>

			identifying and describing and issue raised.	
	Myth (Hinduism)			
	<ul style="list-style-type: none"> - Know the meaning of myth - Know how to retell the myth: Krishna and the serpent - Know the themes and beliefs expressed in Krishna and the serpent, Mahabharata and the story Rama and Sita. - Know the core beliefs of Hinduism - Know how to evaluate the concept myth by describing the value of myth to believers <p>Skill: Explain the importance of myths to Hindus</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Can describe simply the meaning of myth - Can re-tell the myth: Krishna and the serpent with support -Know some themes and beliefs expressed in the story Rama and Sita - Can name some core beliefs of Hinduism - Can say how important the value of myth is to believers 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Can describe clearly the meaning of myth - Can re-tell the myth: Krishna and the serpent - Know some themes and beliefs expressed in the story of Rama and Sita and the Mahabharata. - Can name a range of core beliefs for Hindus -Can describe how important the value of myth is to believers. 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Can explain the meaning of myth - Can re-tell the myth: Krishna and the serpent concisely with appropriate detail. - Know range of themes and beliefs expressed in the story of Rama and Sita and the Mahaharata. - Can name a range of core beliefs for Hindus - Can explain the importance of the value of myth to believers
		<p>Communicate: They can describe in simple terms their responses to these concepts. Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others. Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions. Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p>	<p>Communicate: They can describe their own responses to the concepts Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p>	<p>Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and</p>

		Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised	Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised.	describing some issues which they raise.
	Symbol (Christianity)			
	<ul style="list-style-type: none"> - Know the meaning of symbol - Know the ways trees and stones are used as symbols in Christianity (using stimulus: The tale of the three trees and the symbol of stone) - Know the value of trees and stones as symbols to Christians - Know the value of symbols to others (gem stones, mood stones, souvenirs, symbols in daily life etc) <p>Skill: Explain the important of symbols to Christians</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Describe in simple terms the meaning of symbol - Know some ways trees and stones are used as symbols in Christianity - Can describe in simple terms some value trees and stones have to Christians -Can describe in simple terms some value others have 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of symbol - Know a range of ways trees and stones are used as symbols in Christianity - Can describe clearly some value trees and stones have to Christians - Can describe clearly some value others have 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Explain the meaning of symbol - Know a range of ways trees and stones are used as symbols in Christianity and draw comparisons - Can explain the value of trees and stones to Christians, giving examples - Can explain the value symbols have to others
		Communicate: They can describe in simple terms their responses to these concepts. Apply: They can identify simple examples of how their responses relate to their own lives and the lives of others.	Communicate: They can describe their own responses to the concepts Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Communicate: They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied.

		<p>Enquire: They can identify and talk about concepts that are common to many religions and used in the study of religions.</p> <p>Contextualise: They can simply describe ways in which these concepts are expressed in the context of the practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing in simple terms their value to believers and by talking about an issue raised</p>	<p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>	<p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>
Year 5	<u>Interpretation (Islam and Christianity)</u>			
	<p>-Know the meaning of interpretation</p> <p>-Know how Christians interpret God (as a father, light, shepherd and the trinity)</p> <p>-Know how Muslims interpret God (as the creator and sustainer of the universe, who is similar to nothing and no-one is comparable to Him, caring and forgiving and just (so evil doers must learn a lesson)</p> <p>--Know and describe the value of believers' interpretations of God.</p> <p>Skill: Explain the importance of interpretation in daily life</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Can describe in simple terms the meaning of interpretation - Know in simple terms how Christians interpret God as a father, light, shepherd and the trinity -Know in simple terms how Muslims interpret God (as the creator and sustainer of the universe) - Can say how important these interpretations are to believers <p>Communicate: They can describe their own responses to the concepts.</p>	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Can describe clearly the meaning of interpretation - Know how Christians interpret God as a father, light, shepherd and the trinity in some detail -Know how Muslims interpret God (as the creator and sustainer of the universe) in some detail - Can describe clearly how important these interpretations are to believers 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Can explain the meaning of interpretation - Know how Christians interpret God as a father, light, shepherd and the trinity and draw comparisons -Know how Muslims interpret God (as the creator and sustainer of the universe) in some detail including the element of justice - Can explain how important these interpretations are to believers <p>They can explain their own responses to religious concepts.</p>

		<p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>	<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>They can explain some connections between different concepts.</p> <p>They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>
	Remembrance British Culture			
	<ul style="list-style-type: none"> - Know the meaning of remembrance - Name events that should be remembered and their significance (e.g. World War, Grenfel Tower, Twin towers etc) - Know how to describe the ways that Christians remember the dead through funerals 	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Can describe in simple terms the meaning of Remembrance -Name some events that should be remembered 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Can describe clearly the meaning of Remembrance -Name events that should be remembered and explain why - Describe clearly the ways Christians remember the dead 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Can explain the meaning of Remembrance -Name a range of events that should be remembered and explain why - Explain how Christians remember the dead

	<ul style="list-style-type: none"> - Know the ways that Britain remembers the soldiers who lost their lives in the war. - Know some of the features of Remembrance Day and show empathy with the sorrow of the loved soldiers left behind <p>Skill: Explain the importance of acts of Remembrance to people</p>	<ul style="list-style-type: none"> - Describe in simple terms the ways Christians remember the dead - Name some ways Britain remembers the soldiers who lost their lives in the war. - Know some of the features of Remembrance day 	<ul style="list-style-type: none"> - Name ways Britain remembers the soldiers who lost their lives in the war - Know some of the features of Remembrance day and show empathy 	<ul style="list-style-type: none"> - Explain Britain remembers the soldiers who lost their lives in the war - Know a range of features of Remembrance day and show empathy
		<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>	<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>They can explain their own responses to religious concepts. They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>They can explain some connections between different concepts. They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>
	<p><u>Stewardship (Christianity and Islam)</u></p>			

<p>-Know the meaning of stewardship -Know the messages behind ‘Brother, Sister, Eagle, Sky’ -Know the message behind the quote, ‘Everywhere, Everywhere, Everywhere’ -Know the importance and relevance of stewardship to Muslims (through the Islamic creation story) - Know the importance and relevance of stewardship to Christians (through the Christian creation story)</p> <p>Skill: Explain the importance of stewardship in looking after the world we live in</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Describe in simple terms the meaning of stewardship - Describe in simple terms the messages behind ‘Brother, Sister, Eagle, Sky’ - Describe in simple terms the message behind the quote, ‘Everywhere, Everywhere, Everywhere’ - Can describe in simple terms the Islamic creation story and suggest why stewardship is important to Muslims - Can describe in simple terms the Christian creation story and suggest why stewardship is important to Christians 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of stewardship - Describe clearly the messages behind ‘Brother, Sister, Eagle, Sky’ - Describe clearly the message behind the quote, ‘Everywhere, Everywhere, Everywhere’ - Can describe clearly the Islamic creation story and suggest why stewardship is important to Muslims - Can describe clearly the Christian creation story and suggest why stewardship is important to Christians 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Explain the meaning of stewardship - Explain the messages behind ‘Brother, Sister, Eagle, Sky’ - Explain the message behind the quote, ‘Everywhere, Everywhere, Everywhere’ - Can describe the Islamic creation story and explain why stewardship is important to Muslims - Can describe the Christian creation story and explain why stewardship is important to Christians
	<p>Communicate: They can describe their own responses to the concepts. Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts</p>	<p>Communicate :They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied.</p>	<p>They can explain their own responses to religious concepts. They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>They can explain some connections between different concepts. They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>

		<p>are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.</p>	<p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	
	Ritual (Islam)			
	<p>-Know the meaning of ritual</p> <p>-Know the key features of Islamic prayer (Salat)</p> <p>-Know how prayer is used as a ritual by Muslims and why they value it</p> <p>- Know the key features of Wudu and why they value this ritual</p> <p>-Know the key features of Eid-ul-Fitr and why they value this ritual</p> <p>- know rituals they take part in in their own life (including feelings) and can explain their importance</p> <p>Skill: Explain the importance of rituals to Muslims and themselves</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Can describe in simple terms the meaning of ritual -Name some of the key features of Islamic prayer (Salat) - Describe in simple terms how prayer is used as a ritual -Name some of the key features of Wudu -Name some of the key features of Eid-ul-Fitr -Identify some feelings associated with rituals 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Can describe clearly the meaning of ritual -Name the key features of Islamic prayer (Salat) - Describe clearly how prayer is used as a ritual and say why it is important -Name the key features of Wudu and say why it is important -Name some of the key features of Eid-ul-Fitr and why it is important -Identify some feelings associated with rituals and describe their importance 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Can explain the meaning of ritual -Name the key features of Islamic prayer (Salat) - Explain how prayer is used as a ritual and why it is important -Name the key features of Wudu and explain why it is important -Name some of the key features of Eid-ul-Fitr and explain why it is important -Identify some feelings associated with rituals and explain their importance <p>They can explain their own responses to religious concepts.</p> <p>They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>They can explain some connections between different concepts.</p>
		<p>Communicate: They can describe their own responses to the concepts.</p> <p>Apply: They can describe examples of how their responses are, or can be,</p>		

		<p>applied in their own lives and the lives of others.</p> <p>Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions.</p> <p>Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied.</p> <p>Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised.</p>	<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>
	Justice (Christianity and Islam)			
	<ul style="list-style-type: none"> - Know the meaning of justice - Know the importance of justice in Christian (the Prodigal son) and Muslim (Justice for All) stories - Know how to describe the value of justice to Christians and Muslims - Know how justice can be applied in own and others' lives <p>Skill: Explain the importance of justice in our own lives</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Describe in simple terms the meaning of justice -With support, show an understanding of justice in Christianity (The Prodigal son) and Muslim (Justice for all) stories - Describe in simple terms the value of justice to Christians and Muslims 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Describe clearly the meaning of justice -Show an understanding of justice in Christianity (The Prodigal son) and Muslim (Justice for all) stories - Describe clearly the value of justice to Christians and Muslims 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Explain the meaning of justice -Confidently show an understanding of justice in Christianity (The Prodigal son) and Muslim (Justice for all) stories - Explain the value of justice to Christians and Muslims - Explain how justice can be applied in their own life and others

	<p>- Describe in simple terms how justice can be applied in their own life.</p>	<p>- Describe clearly how justice can be applied in their own life.</p>	<p>They can explain their own responses to religious concepts. They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p>
	<p>Communicate: They can describe their own responses to the concepts. Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts are contextualised within some of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised.</p>	<p>Communicate :They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>They can explain some connections between different concepts. They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed. They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>

	Umma (Islam)			
	<p>-Know the meaning of Umma - Know how to describe how aspects of Muslim practice and belief develop a sense of Umma (through smaller concepts: Haj and Zakat) - Know the value of Umma to Muslims - Know ways Umma affects daily life - Know communities that would be beneficial to be a part of and communities that would not</p> <p>Skill: Explain the importance of Umma to Hindus and the significance in taking part in Haj and Zakat.</p>	<p>Those working towards expectations will: -Describe in simple terms the meaning of Umma -With support, describe in simple terms how aspects of Muslim practice and belief develop a sense of Umma -Describe in simple terms the value of Umma to Muslims -Describe in simple terms ways Umma affects daily life -Name some communities that would be beneficial to be a part of and communities that would not</p>	<p>Those achieving expectations will: -Describe clearly the meaning of Umma -Describe clearly how aspects of Muslim practice and belief develop a sense of Umma -Describe clearly the value of Umma to Muslims -Describe clearly ways Umma affects daily life -Name communities that would be beneficial to be a part of and communities that would not and explain choices</p>	<p>Those exceeding expectations will -Explain the meaning of Umma -Explain how aspects of Muslim practice and belief develop a sense of Umma -Explain the value of Umma to Muslims -Explain ways Umma affects daily life -Name a range communities that would be beneficial to be a part of and communities that would not and justify choices</p>
		<p>Communicate: They can describe their own responses to the concepts. Apply: They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Enquire: Pupils can describe key concepts that are common to many religions and that are used in the study of religions. Contextualise: They can describe how these concepts are contextualised within some</p>	<p>Communicate :They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the</p>	<p>They can explain their own responses to religious concepts. They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others. They can explain some connections between different concepts. They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed. They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>

		of the beliefs and practises of the religion studied. Evaluate: They can evaluate the concepts by describing their value to believers and by identifying and describing and issue raised.	beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.	
Year 6	Risalat (Islam)			
	<ul style="list-style-type: none"> -Know the meaning of Risalat and prophet -Know why Muhammad is accepted as the last prophet of Islam - Know emotions that Muhammad may have felt during the Night of Power - Know the 5 pillars of Islam and their significance -Know how Muhammad’s sayings can affect how a Muslim lives their life <p>Skill: Explain the significance of Muhammad and his messages today</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Describe in simple terms the meaning of Risalat and prophet -Describe in simple terms why Muhammad is accepted as the last prophet of Islam - Name some emotions that Muhammad may have felt during the Night of Power -Name some of the 5 pillars of Islam - Suggest in simple terms how Muhammad’s sayings can affect how a Muslim lives their life. 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of Risalat and prophet -Describe clearly why Muhammad is accepted as the last prophet of Islam - Name a range emotions that Muhammad may have felt during the Night of Power -Name the 5 pillars of Islam and describe why they are important - Suggest clearly how Muhammad’s sayings can affect how a Muslim lives their life. 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> Explain the meaning of Risalat and prophet -Explain clearly why Muhammad is accepted as the last prophet of Islam - Name a range emotions that Muhammad may have felt during the Night of Power and explain their choices -Name the 5 pillars of Islam and explain why they are important - Explain how Muhammad’s sayings can affect how a Muslim lives their life.
		Communicate :They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can	Communicate: They can explain their own responses to religious concepts. Apply: They can explain significant examples of how	Communicate: They can explain their own responses to religious concepts with a justification for their response Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society

		<p>be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>their responses do, or would, affect their own lives and the lives of others.</p> <p>Enquire: They can explain some connections between different concepts.</p> <p>Contextualise: They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied.</p> <p>Contextualise: Children can accurately contextualise the key concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts.</p> <p>Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>
	Imagery (Christianity)			
	<ul style="list-style-type: none"> - Know the meaning of the term imagery, stereotype and angel - Know how to draw comparisons between the imagery created by different celebrities - Know similarities and differences between angels (Islamic and Christian) - Know how the imagery of angels is significant in the Nativity story <p>Skill: Explain the importance of imagery and its influence in daily life</p>	<p>Those working towards expectations will:</p> <p>Describe in simple terms the meaning of the term imagery, stereotype and angel</p> <ul style="list-style-type: none"> -Describe some imagery created by different celebrities -Know some similarities and differences between angels -Give some reasons why the imagery of angels is important in the Nativity story <p>-</p>	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Describe the meaning of the term imagery, stereotype and angel -Describe imagery created by different celebrities -Know a range of similarities and differences between angels -Give reasons why the imagery of angels is important in the Nativity story 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Describe clearly the meaning of the term imagery, stereotype and angel -Describe clearly imagery created by different celebrities linked to behaviour -Know a range of similarities and differences between angels and make clear comparisons -Give a range of reasons why the imagery of angels is important in the Nativity story

		<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts.</p> <p>Apply: They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>Enquire: They can explain some connections between different concepts.</p> <p>Contextualise: They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts with a justification for their response</p> <p>Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society</p> <p>Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied.</p> <p>Contextualise: Children can accurately contextualise the key concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts.</p> <p>Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>
	<u>Ceremony (Christianity and Islam)</u>			
	<ul style="list-style-type: none"> - Know the meaning of the term ceremony - Know how Christians and Muslims perform <i>death ceremonies</i> - Know the importance of <i>death ceremonies</i> to Christians and Muslims - Know how to identify simple examples of how the idea of <i>death ceremonies</i> affects their lives and the lives of others - Identify different parts of the Church and their significance and role in Christian Worship 	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Describe in simple terms the meaning of the term ceremony -Describe in simple terms how Christians and Muslims perform death ceremonies -Describe in simple terms the importance of death ceremonies to Christians and Muslims 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Describe clearly the meaning of the term ceremony -Describe clearly how Christians and Muslims perform death ceremonies -Describe clearly, the importance of death ceremonies to Christians and Muslims 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Explain the meaning of the term ceremony -Explain how Christians and Muslims perform death ceremonies -Explain the importance of death ceremonies to Christians and Muslims

<p>- Identify different parts of a temple and their significance and role in Christian Worship</p> <p>Skill: Explain the importance of death ceremonies in people's lives</p>	<p>-Describe in simple terms how death ceremonies affect their lives</p>	<p>-Describe clearly how death ceremonies affect their lives and others</p>	<p>-Explain how death ceremonies affect their lives and others</p>
	<p>Communicate :They can explain their own response to the concept. Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others. Enquire: They can describe some key concepts that are particular to the specific religions studied. Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts. Apply: They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others. Enquire: They can explain some connections between different concepts. Contextualise: They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed. Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts with a justification for their response Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied. Contextualise: Children can accurately contextualise the key concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts. Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>
	<p>Resurrection (Christianity)</p>		
<ul style="list-style-type: none"> - Know the meaning of resurrection - Recall the story of the resurrection - Know how the empty cross is a symbol of resurrection for Christians 	<p>Those working towards expectations will:</p> <p>-Describe in simple terms the meaning of resurrection</p>	<p>Those achieving expectations will:</p> <p>-Describe clearly the meaning of resurrection</p>	<p>Those exceeding expectations will</p> <p>-Explain the meaning of resurrection -Recall the story of resurrection with appropriate detail</p>

	<p>- Know how responses to resurrection affect the way people live</p> <p>Skill: Explain their personal response to: Is death the end?</p>	<p>-With support, recall the story of resurrection</p> <p>-Describe in simple terms how the empty cross is a symbol of resurrection for Christians</p> <p>-With support, suggest how people's responses to resurrection affect the way they live</p>	<p>-Recall the story of resurrection</p> <p>-Describe clearly how the empty cross is a symbol of resurrection for Christians</p> <p>-Suggest how people's responses to resurrection affect the way they live, giving examples</p>	<p>-Explain how the empty cross is a symbol of resurrection for Christians</p> <p>-Explain how people's responses to resurrection affect the way they live, giving examples</p>
		<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts.</p> <p>Apply: They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>Enquire: They can explain some connections between different concepts.</p> <p>Contextualise: They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>Communicate: They can explain their own responses to religious concepts with a justification for their response</p> <p>Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society</p> <p>Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied.</p> <p>Contextualise: Children can accurately contextualise the key concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts.</p> <p>Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>

	Laws (Christianity)			
	<ul style="list-style-type: none"> - Know what people mean by laws and how they compare with rights and rules. - Know the rule Jesus broke and its significance to Christianity (linked to the Sabbath) - Know the value of Jesus' and Christians' attitude to laws and wider issues about laws - Know the value of laws personally and the concept if law breaking - Know the value of laws and law breaking to other people in society <p>Skill: Explain the importance of following rules and laws</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> -Describe clearly what people mean as laws -With support, suggest how these laws compare to rights and rules -Describe clearly the rule Jesus broke and its importance to Christianity - Describe clearly the importance of Jesus's and Christians' attitude to laws -Describe clearly what law and law breaking means to me -Describe clearly what laws and law breaking means to other people. 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> -Explain what people mean as laws -Suggest how these laws compare to rights and rules -Explain the rule Jesus broke and its importance to Christianity - Explain the importance of Jesus's and Christians' attitude to laws and link these to wider issues about laws -Explain what law and law breaking means to me -Explain what laws and law breaking means to other people. 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> -Explain clearly what people mean as laws -Confidently Suggest how these laws compare to rights and rules -Explain clearly the rule Jesus broke and its significance to Christianity - Explain clearly the importance of Jesus's and Christians' attitude to laws and link these to wider issues about laws -Explain clearly what law and law breaking means to me -Explain clearly what laws and law breaking means to other people.
		<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p> <p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are</p>	<p>Communicate: They can explain their own responses to religious concepts.</p> <p>Apply: They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others.</p> <p>Enquire: They can explain some connections between different concepts.</p> <p>Contextualise: They can accurately contextualise them</p>	<p>Communicate: They can explain their own responses to religious concepts with a justification for their response</p> <p>Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society</p> <p>Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied.</p> <p>Contextualise: Children can accurately contextualise the key</p>

		<p>contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>within key beliefs and practises of the religion in which they are expressed.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts.</p> <p>Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>
	Peace (Islam)			
	<ul style="list-style-type: none"> - Know the meaning of peace - Know the significance of peace through submission for Muslims - Know key features of Sawm, Festival of Eid and Revelation of the Quran - Know how to give examples of how peace affects the way they and others behave <p>Skill: Explain the importance of peace to Muslims</p>	<p>Those working towards expectations will:</p> <ul style="list-style-type: none"> - Describe in simple terms the meaning of peace - Describe simply the importance of peace through the submission for Muslims - Know some key features of Sawm - Know some examples of how peace affects the way they behave 	<p>Those achieving expectations will:</p> <ul style="list-style-type: none"> - Explain simply the meaning of peace - Explain simply the importance of peace through the submission for Muslims - Know some key features of Sawm, Festival of Eid and Revelation of the Quran - Know some examples of how peace affects the way they behave and others behave 	<p>Those exceeding expectations will</p> <ul style="list-style-type: none"> - Explain the meaning of peace - Explain the importance of peace through the submission for Muslims - Know a range of key features of Sawm, Festival of Eid and Revelation of the Quran - Give a range of examples of how peace affects the way they behave and others behave
		<p>Communicate :They can explain their own response to the concept.</p> <p>Apply: They can explain examples of how their responses to the concepts can be applied in their own lives and lives of others.</p>	<p>Communicate: They can explain their own responses to religious concepts.</p> <p>Apply: They can explain significant examples of how their responses do, or would,</p>	<p>Communicate: They can explain their own responses to religious concepts with a justification for their response</p> <p>Apply: They can give well-chosen examples of how their responses would affect their own lives, those of others, and wider society</p> <p>Enquire: Students can give more detailed explanations of a range of key concepts specific to the religions studied.</p>

		<p>Enquire: They can describe some key concepts that are particular to the specific religions studied.</p> <p>Contextualise: They can explain how these concepts are contextualised within the beliefs and practises of the religions studied.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues which they raise.</p>	<p>affect their own lives and the lives of others.</p> <p>Enquire: They can explain some connections between different concepts.</p> <p>Contextualise: They can accurately contextualise them within key beliefs and practises of the religion in which they are expressed.</p> <p>Evaluate: They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues which they raise.</p>	<p>Contextualise: Children can accurately contextualise the key concepts within key beliefs and practises of the religion in which they are expressed, and explain connections between different concepts.</p> <p>Evaluate: They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.</p>
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