RE Curriculum - What will the children actually learn?

We have adopted the Emmanuel Project RE Scheme of work to meet the objectives set out in the Hertfordshire Agreed Syllabus for RE 2023-2028.

Key Threshold Concepts (Substantive Knowledge)

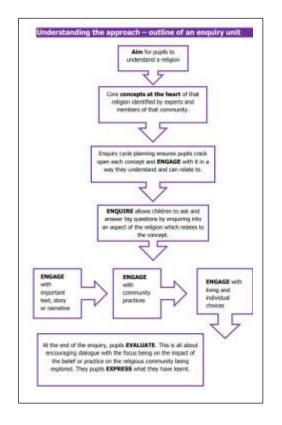
When constructing our curriculum, we considered key threshold concepts or "the big ideas" which shape the ways pupils think within each subject. These threshold concepts, also known as "substantive knowledge," are explored in every unit of work and in every year group. Over time this approach of revisiting concepts helps children to *know more and remember more.* In our RE lessons children learn about each unit of work by exploring the key threshold concepts (substantive knowledge) below:

1. Text/Narrative 2. Community Practice 3. Living

The Emmanuel Project's approach to teaching about religions and worldviews builds upon pupils' encounters with religious texts and stories (**Text/Narrative**). Pupils begin by exploring basic stories before building to analysing text for the purpose and significance it holds for believers (**Community Practice**). Pupils then progress to look at practice and community living with a good grasp of the theological concept being explored (**Living**).

The Enquiry Cycle approach is used to deliver lessons (see below):

- i) Engage with the key concept (religion) in their own lives/world
- ii) Enquire into an aspect which relates to the key concept (religion)
- iii) Explore an understanding of the key concept (religion) through 3 areas(a) Text or Narrative (b) Community Practice (c) Living
- iv) Evaluate their learning about the key concept (religion)
- v) Express their learning about the key concept (religion)



Assessment Milestones:

End of year assessment expectations are set out under two attainment targets:

- Learning about religion and belief - Learning from religion and belief

These attainment targets are then broken down into six strands to promote a broad and balanced RE curriculum (see table below)

Lea	arning about religion and b	elief	Learning from religion and belief					
i) beliefs, teachings and	ii) practices and ways of	iii) forms of expression	i) identity and belonging	ii) meaning, purpose and	iii) values and			
sources	life			truth	commitments			

Topic Specific Milestones

In addition to the end of year expectations, our curriculum sets out progression in the form of topic specific 'Milestones' for every topic/unit of work taught. These can be seen below alongside the topics that are to be taught in each class. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate religious education vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working in their class. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone EYFS (Year N & R)

- Assessment Tracker (print one copy of this page and tick/date the Milestone EYFS targets when they are covered in class.

Class name:

Year groups:

Academic year:

				Substantive knowledge	9
Title of unit	Hero, prayer, cathedral, Lent Precious, special, unique thanksgiving Nativity, crib, costume, ays at Cross, symbol, Easter, Palm Sunday, vicar,	Key outcome	Explore 1	Explore 2	Explore 3
Why is the word 'God' so important to Christians?		Christians believe God is a VIP.	Explore the creation story.	Explore harvest at church.	Explore God's name being precious to Christians.
How can we help others when they need it?		Christians believe we should help others just like Jesus did.	Explore the Good Samaritan Bible story.	Explore how Christians pray.	Explore what Christians do during Lent.
What makes every single person unique and precious?	Precious, special, unique, thanksgiving	Christians believe all humans were created by God and are loved by him.	Explore what happens in the story of Jesus welcoming the children.	Explore a thanksgiving service for a baby.	Explore the Golden Rule.
Why do Christians perform nativity plays at Christmas?	Nativity, crib, costume,	Christians believe that Jesus was a very special baby.	Explore the nativity story.	Explore Christmas at church.	Explore the giving of presents at Christmas.
Why do Christians put a cross in an Easter garden?		Christians believe Jesus died on a cross but that he came back to life.	Explore the Easter story.	Explore what happens at church at Easter.	Explore Easter gardens.
How can we care for our wonderful world?	Caretaker, service, environment	Christians believe God created the world and it is our job to look after it.	Explore the Bible story of Adam naming the animals.	Explore a Sunday church service.	Explore how a Christian looks after their environment.

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of EYFS, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

TOPICS TAUGHT in EYFS:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years Nursery and Reception together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

EYFS (Class 4 – Nursery & Reception) Rolling Programme

Subject	Year A (202	22-2023), (2024-2025) (202	26-2027) etc.	Year B (202	1-2022), (2023-2024), (20	25-2026) etc.
	Autumn	Spring	Summer	Autumn	Spring	Summer
Religious Education (See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Why is the word 'God' so important to Christians?	How can we help others when they need it?	What makes every single person unique and precious?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in an Easter garden?	How can we care for our wonderful world?
	CREATION 1 Including an encounter with	SALVATION 2 Including an encounter with	INCARNATION 2 Including on encounter with	INCARNATION 1 Including an encounter with	SALVATION 1 Including an encounter with	CREATION 2 Including an encounter with
	A Muslim whispering Allah in a baby's ear	A Sikh story: Har Gobind and the 52 Princes	Hindus celebrating at Raksha Bandhan	A Muslim story: Muhammad and the Ants	A Buddhist story: The Monkey King	Tu be Shevat: the Jewish 'Birthday of Trees'

In EYFS children explore the three major Christian concepts of creation, incarnation and salvation in a way they can relate to and through experiences which are familiar. Children also have the opportunity to sample and compare other major world religions in order to extend their knowledge and understanding. The placement of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings. The Autumn 1 unit is important as it introduces what the word 'God' means to Christians, a word many children may have heard in different contexts but not truly understood. The nativity unit introduces the idea of Jesus as a special baby, of God becoming human. The summer 1 unit builds on this idea with the Christian teaching that we are all made in the image of God.

The Assessment Tracker documents below outline what children will learn within each topic?

RE: EYFS – Assessment tr	acker: Yea	r N & R						
Topic: Why is the word Go	d so impoi	rtant to Ch	ristians?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
can remember something that happens in the Bible story of Creation.								
can recognise that Christians use God's name with care because God is their Creator.								
can recognise that the word 'God' is an important name for Christians.								
can talk about when and where people use my name and why.								
can talk about something interesting in the Creation story or in the world around me.								
can talk about who is important or special to me, my VIP								

EYFS - Why is the word 'God' so important to Christians?

	Attainment Targe	et 1 - Learning about n	eligion and belief	Attainment Targe	et 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that. Christians use God's name with care because God is their Creator	Rc I can recognize that the word 'God' is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP

Topic specific vocabulary:

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	VIP	treasure	God	harvest	celebration

VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	Cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

RE: EYFS – Assessment tr	acker: Yea	r N & R						
Topic: How can we help ot	hers when	they need	it?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
can remember how the traveller in the Good Samaritan story was saved or rescued								
can recognise some images of a Christian praying and identify this as part of their religion								
can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem								
can talk about things that happened when I needed help, or how I helped someone								
can talk about something interesting in a story where someone needed help								
can talk about someone who is special because they help me when I need help								

EYFS - How can we help others when they need it?

	Attainment Targe	t 1 - Learning about i	religion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, beachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
YR	Rs I can remember how the traveller in the Good Semaritan story was seved or rescued	Rb I can recognise some images of a Oristian praying and identify this as part of their religion	Rc I can recognise the important Christian parable of the Good Semaritan e.g. in a painting, drama, stained glass, poem	Rd I can talk about things that happened when I needed help, or how I helped someone	aRe I can talk about something interesting in a story where someone needed help	Rf I can talk about someone who is special because they help me when I need help				

Topic specific vocabulary:

leio	prayer	cathedral	Lent

VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	Cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

RE: EYFS – Assessment tr	acker: Yea	r N & R							
Topic: What makes every s	ingle pers	on unique	and preci	ous?					
Pupils:									
Targets: AT1 AT2 Chn can/know/explain/understand									
can remember something that happens in the story of Jesus welcoming the children									
can recognise something a Christian might do to follow the Golden Rule which Jesus taught them									
can recognise why a 'thank you' song to God is important to a Christian									
can talk about something that happens to me now that didn't happen when I was little									
can talk about something interesting in the story of Jesus getting lost									
can talk about what I think is special (or unique) about me									

EYFS - What makes every single person unique and precious?

	Attainment Targe	et 1 - Learning about i	religion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
YR	Ra I can remember something that happens in the story of Jesus welcoming the children	Rb 1 can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	Rc I can recognise why a 'thank you' song to God is important to a Christian	Rd I can talk about something that happens to me now that didn't happen when I was little	Re I can talk about something interesting in the story of Jesus getting lost	Rf I can talk about what I think is special (or unique) about me				

Topic specific vocabulary:

precious special	unique	thanksgiving
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VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

RE: EYFS – Assessment tr	acker: Yea	r N & R											
Topic: Why do Christians	Topic: Why do Christians perform nativity plays at Christmas?												
Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set													
can recognise something a family is doing at Christmas because they are Christians													
can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon													
can talk about things that happen to me e.g. places I go at the weekend													
can talk about something interesting in a story about Jesus as an adult													
can talk about a person who is important or special to me													

EYFS - Why do Christians perform nativity plays at Christmas?

	Attainment Targe	st 1 - Learning about i	religion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
YR	Ra I can tell part of the nativity story e.g. when dressed as a character or using figures from a onb set	Rb I can recognise something a family is doing at Christmas because they are Christians	Re I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	Rd I can talk about things that happen to me e.g. places I go at the weekend	Re I can talk about something interesting in a story about Jesus as an adult	Ref I can talk about a person who is important or special to me				

Topic specific vocabulary:

Nativity	crib	costume
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VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

RE: EYFS – Assessment tr	acker: Yea	r N & R											
Topic: Why do Christians p	Topic: Why do Christians put a cross in an Easter garden?												
Pupils:													
Targets: AT1 AT2 Chn can/know/explain/understand													
can remember something that happens in the Christian story of Easter													
I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross													
I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses													
can talk about things that happen to me e.g. going somewhere special, doing things with my family													
can talk about something interesting in a story e.g. that makes me ask a question													
can talk about what is important/special to me e.g. a favourite story, food or a souvenir													

EYFS - Why do Christians put a cross in an Easter garden?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief					
Ĩ	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand s) meaning, purpose and truth	Strand f) values and commitments			
YR	Ra I can remember something that happens in the Ohristian story of Easter	Rb 1 can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	Rc I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rd I can talk about things that bappen to me e.g. going somewhere special, doing things with my family	Re I can talk about something interesting in a story e.g. that makes me ask a question	Rf I can talk about what is important or special to me e.g. a favourite story, food or a souvenir			

Topic specific vocabulary:

cross	symbol	Easter	Palm Sunday	vicar

VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	Cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

RE: EYFS – Assessment tr	acker: Yea	r N & R						
Topic: How can we care fo	r our wond	lerful worl	d?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
can remember the different things created by God in the Bible story of Creation								
can recognise something a Christian does because they believe God wants them to care for the world								
can recognise why a song / prayer about God's world is important to Christians								
can talk about when I have looked after or cared for someone or something myself								
can talk about something interesting or wonderful in the Creation story or in the world around me								
can talk about what I think is special or wonderful in the natural world								

EYFS - How can we care for our wonderful world?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and befonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
YR	Ra I can remember the different things created by God in the Bible story of Creation	Rb I can recognize something a Christian does because they believe God wants them to care for the world	Rc 1 can recognise why a song / prayer about God's world is important to Christians	Rd I can talk about when I have looked after or cared for someone or something myself	Re I can talk about something interesting or wonderful in the Creation story or in the world around me	Rf I can talk about what I think is special or wonderful in the natural world			

Topic specific vocabulary:

caretaker	service	environment

VIP	treasure	God	harvest	celebration	Hero	prayer	cathedral
precious	special	unique	thanksgiving	Nativity	crib	costume	Cross
Easter	Palm Sunday	vicar	caretaker	service	environment	Lent	symbol

Key Threshold Milestone (Year 1 & 2)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.

Class name:

Year groups:

Academic year:

			Substantive knowledge					
Title of unit	Vocabulary	Key outcome	Explore 1	Explore 2	Explore 3			
Why is belonging to God and the church family important to Christians?	amily important to Christian. baptism		Recall a church song that makes everyone feel welcome.	Remember some of the events which happen at a baby's baptism.	Recall some of the ways Christians help each other.			
Why is learning to do good deeds so important to Jewish people?	Jewish, Mitzvah, Tikkun Olan, Tzadakah box	Jewish people believe God's mitzvot are ways to help mend the world and make it better.	Know that Jewish stories contain examples of Good deeds.	Know that Jewish people welcome babies into their community.	Know that Jewish people care for their world.			
What did Jesus teach about God in his parables?	Parable, Bible,	Parables are special stories which teach what God is like. That he is loving and forgiving.	Remember the parable of the Lost sheep and begin to explain what it means to Christians.	Recall some of the ways parables are shared e.g. stained glass windows	Recall how parables are passed on to others.			
Why do Christians pray to God and worship him?	Prayer, Lord's Prayer, worship	Christians pray to and worship God because they believe he is great.	Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.	Know Christians worship God by singing.	Know Christians pray together at church.			
How does celebrating Pentecost remind Christians that God is with them always?	Pentecost, Holy Spirit, Ascension	Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus.	Say how the Holy Spirit arrived at Pentecost as told in the Bible.	Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.	Know God works within a Christian to grow Fruit of the spirit.			
Why do Jewish families say so many prayers and blessings?	Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.	Say at the end of the creation story God rested.	Know that Jewish families have a day of rest every week.	Describe what some Jewish people wear when they pray.			
Why do Jewish families talk about repentance at New Year?	Yom Kippur, Rosh Hashanah, Shofar	Saying sorry is important to Jewish people. God wants people to learn from their mistakes.	Retell the story of Jonah and begin to talk about its possible meanings.	Describe that for Jewish people new year is about saying sorry and making changes.	Describe what happens in a synagogue at Yom Kippur.			
Why was Jesus given the name 'saviour'?	Advent, annunciation	Christians believe Jesus came to earth to help and save others.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Remember the importance of advent.	Know Christians like to help others e.g. Helping the homeless.			

How do some Muslims show Allah is compassionate and merciful?	Allah, Muslim, prophet, Islam, Qur'an, Muhammad	Because Muslims believe Allah is a God of compassion they show compassion to others.	Tell a story about Muhammad and say what it teaches a Muslim about compassion.	Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.
What are the best symbols of Jesus' death & resurrection at Easter?	Resurrection, Good Friday, Good Sunday, celebration	Christians believe that Jesus is alive today.	Retell the Easter story.	Recognise things a Christian is doing at an Easter service at church.	Understand Easter eggs as a symbol for remembering Jesus
Why do Christians trust Jesus and follow him?	Trust, creed	Christians follow Jesus by trying to copy how he lived.	Explore the story of Jesus and Zacchaeus.	Know people follow Jesus because of the stories told about him in the Bible.	Explore why a Christian follows Jesus by asking suitable questions.
Why is the Torah such a joy for the Jewish community?	Simchat, Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew	The Torah is a special and important book for Jews. They believe it was given to them by God.	Know that the Torah is the most important book for Jewish people given by God.	Know the Torah contains rules.	Remember that a mezuzah contains important words for Jewish people (the Shema)

End of Phase Christianity Core knowledge: what do we want oupils to know?	End of phase Judaism Core knowledge : What do we want pupils to know?
By the end of KS1, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.	By the end of KS1 , pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.
By the end of KS1 , pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.	

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme Year A (2022-2023), (2024-2025) (2026-2027) etc. Subject Year B (2021-2022), (2023-2024), (2025-2026) etc. Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Prayer Prayer Symbols Stories A unit of school's Celebrations Religious Belonging and Worship and Worship Believing Leaders & Teachers and Artefacts own choice - EP and Books What celebrations are Figures who have an influence on others locally. Where and how people belong and why How and why some How and why some What some families believe about God, the chose How symbols and How and why some moortant in religion and nationally and globally in milgion and why Education belonging is important people pray and what people pray and what natural workt, human beings, a significant artefacts are used to stones and books are Believing whe hispens in a place of hippens in a place of figure maness milipious sacred and insortant Islam worship HENSTAD meaning and why (See Hertfordshire Agreed Christianity Judaism Christianity Christianity Christianity Judaism Judaism Christianity Islam Christianity Christianity Judaism Svllabus of RE 2023-2028 aptism / church Mitzvot / Prayer / worship Emmanuel / Holy efiliati/ blessings Parables / gospel Teshuvah / G-D Saviour / Jesui Allah / mercy Resurrection / jay Disciple / faith Torah / rabbi & Emmanuel Project Units tredatafi Sorit of work for details) Why is belonging to God and the church family important to Why do Christians froat Jasus and follow bim? Why do Jewish Why was Jason How do some What are the best Why is the Torah What did Jesus each abaut God in his parables? Why de Christian pray to God and worship him? Why is learning to Now does celebratin Why do Jowish milies talk about reportance at New Year? symbols of Jesus' leath & resurrection at Easter? such a joy for the lowish community given the name 'saviour?? ations show lies say so nu do good deeds so Pentecest remind Christians that God is Allah is prayers and bleasings? Important In CONTRACTOR with them always?

The Assessment Tracker documents below outline what children will learn within each topic?

RE: KS1– Assessment trac	ker: Year '	1 & 2									
Topic: Why is belonging to	God and t	the church	family im	portant to	Christians	?			-	-	-
Pupils:											
Targets: AT1 AT2 Chn can/know/explain/understand											
can tell the story of Jesus welcoming children and say why it might be important to Christians											
can talk about some important things Christians do and say at a Church of England baptism ceremony											
can say what the water and light stand for at a Church of England baptism, or what some of the promises are about											
can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group											
can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this											
can talk about what it important to others, including religious people, about welcoming a new baby, & ask respectfully why											

KS1 Christianity - Why is belonging to God and the church family important to Christians?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief				
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments		
¥1	10 I can remember the story of Jesus and the children and know who it is special to	1b I can use the right words to talk about what happens at a baby's baptism	Ic I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian	1d I can talk about how we might welcome people in my family, my class or my religion	Ie I can ask why a story is being told and what I learn from 8, including a Bible story	If I can talk about a present I have received and why it was important to me		
¥2	2a I can tell the story of Jesus welcoming children and say why it might be important to Christians	2b I can talk about some important things Christians do and say at a Church of England baptism ceremony	2c I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about	2d J can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong b, including a faith group	2e I can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this	2f I can talk about what it important to others, including religious people, about welcoming a new baby, & ask respectfully why		

baptism	Christening	Christian
•		

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment trac	ker: Year	1 & 2							
Topic: Why is learning to d	o good de	eds so imp	portant to	Jewish peo	ople?				
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
I can tell the story of Ruth and									
say why it might help Jewish									
people understand the need for									
mitzvot									
can talk about how Jewish									
people might perform the									
mitzvah of welcoming a baby									
girl in their synagogue					-		 		
can say what the words in a									
song / picture about Tikkun Olam are about for a Jewish									
person									
I can talk about when someone									
has done a good deed to help									
me or my friends or family									
can ask about what happens to									
others in their lives, including									
respectful questions about the									
life of a Jewish child									
can talk about the possible									
meanings in a story, including									
the Ruth story, and about any									
questions it raises									
can talk about what is important									
to others including Jewish									
people, about 'good deeds', and									
ask respectfully why					<u> </u>				

KS1 Judaism - Why is learning to do good deeds so important to Jewish People?

	Attainment Targe	t 1 - Learning about re	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand () values and			
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments			
¥1	In I can remember the	1b I can talk about	Ic I can suggest why a	Id I can talk about when	Le I can ask why a	If I can talk about what			
	story of Ruth and know	something that might	tzedakah box (pushke)	someone has done a	story is told, and what I	is important to me			
	it is special to Jewish	be a 'mitsvah' or 'good	is important to a	good deed to help me or	learn from it, including	about good deeds that			
	people (and Christians)	deed' for Jewish people	Jewish family	my friends or family	the story of Ruth	help people and why			
¥2	2a I can tell the story of Ruth and say why it might help. Jewish people understand the need for mitzvot	2b I can talk about how Jewish people might perform the mitruch of welcoming a baby girl in their synagogue	2c I can say what the words in a song / picture about Tikkin Clam are about for a Jewish person	2d I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child	2e 1 can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises	27 I can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why			

Topic specific vocabulary:					
Jewish	Mitzvah	Tikkun	Olan	Tzadakah box	

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment trac	ker: Year '	1 & 2						
Topic: What did Jesus tead	h about G	od in his p	arables?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
I can remember Jesus' parable of the Lost Sheep and know who it is special to								
can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church								
can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian								
can ask, with respect, what people do in groups my friends and others belong to when they need advice, including Christians								
can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises								
can talk about important messages some people, including Christians, want to share and ask, with respect, about why								

KS1 Christianity – What did Jesus teach about God in his parables?

	Attainment Targe	rt 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief						
1	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥1	In I can remember Jesus' parable of the Lost Sheep and know who it is special to	1b I can use the right words to talk about how a Christian learns the stories Jesus told	Ic I can suggest why the story of the Lost Sheep is important to a Christian	1d I can talk about times when I feel alone or lost, or need help at home, in class or in my religion	Le 1 can ask why Jesus used parables and what I can learn from stories, including a parable	1f I can talk about a book that is important to me and why the Bible is special for a Christian				
¥2	Za I can tell one of Jesus' parables and say why it might be important to Christians	2b I can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church	2c I can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian	2d I can ask, with respect, what people do in groups my friends and others belong to when they need advice, including Christians	2e I can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises	24 I can talk about important messages some people, including Christians, want to share and ask, with respect, about why				

parable Bible

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1- Assessment tracker: Year 1 & 2													
Topic: Why do Christians p	ray to God	and wors	hip him?										
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell the story of Jesus													
feeding 5000 people and say													
why it might be important to a													
Christian													
can talk about how some													
Christians pray together at													
church e.g. the Lord's Prayer,													
intercessions, silence, rosary,													
songs													
I can say what a rosary stands													
for, why a candle might be used													
or what a worship song is													
about, for a Christian													
I can ask respectfully about													
whether my friends or other													
people I know belong to groups which learn how to pray													
can talk about some of the													
phrases in the Lord's Prayer													
and about any questions they													
raise													
can talk about whether praying													
is important to other people,													
including Christians, and ask													
respectfully about why													

KS1 Christianity – Why do Christians pray to God and worship him?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥1	In I can remember the story of Jesus teaching his disciples to pray and know who it is special to	1b / can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen	Ic I can suggest what is important about the Lord's Prayer to a Ovisitian	1d I can talk about when I need to ask someone for help in my family, or my class, or my faith	Ie I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it	If I can talk about what happened when someone said thank you to me and why I liked it				
¥2	Za I can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian	2b I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, resary, songs	2c I can say what a resary stands for, why a candle might be used or what a worship song is about, for a Christian	26 I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray	20 I can talk about some of the phrases in the Lod's Prayer and about any questions they raise	27 I can talk about whether praying is important to other people, including Christians, and ask respectfully about why				

prayer Lord's Prayer Worship

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

	RE: KS1- Assessment tracker: Year 1 & 2												
Topic: How does celebrating	ng Penteco	ost remind	Christians	that God	is with the	m always?							
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell the story of Pentecost													
and say why it might be													
important to a Christian,													
referring to a picture of													
Pentecost.													
can talk about how some													
Christians might celebrate													
Pentecost at church e.g.													
wearing red, birthday cake, special prayers.													
can say how the symbols of													
wind and fire are used in some													
Pentecost art-work and what													
they stand for.													
can ask respectfully about													
exciting times that my friends or													
others look forward to and why													
Pentecost proved exciting for													
the early church.													
can talk about possible													
meanings in a story including													
the Pentecost story, and about													
any questions this story raises.													
can talk about an important													
message that people might													
want everyone to hear,													
including a message important													
to Christians.													

KS1 Christianity – How does celebrating Pentecost remind Christians that God is with them always?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) bellefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥1	In I can remember the story of Jesus' accession and know who it is special to	1b I can use the words Jesus, Holy Spirit, birthday, and church to IaW about Pentecost	1c I can suggest why red and orange colours are often used at Pentecost celebrations	1d I can talk about times in my family / class when I feel alone or lost, or have to wait	Ie I can ask why a story is told, and what I learn from & including the stores of Ascension and Pentecost	If I can talk about what helps me when I feel alone and why				
¥2	2a I can tell the story of Pentecast and say why it might be important to a Christian, referring to a picture of Pentecost	29 I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special presers	2c I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for	2d I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church	2e I can talk about possible meanings in a story including the Pertecost story, and about any questions this story raises	21 I can talk about an important message that people might want everyone to hear, including a message important to Orisitans				

Pentecost Holy Spirit ascension

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

	RE: KS1- Assessment tracker: Year 1 & 2												
Topic: Why do Jewish fam	ilies say so	o many pra	yers and l	plessings?					-				
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell the story of creation													
and say why it be it might be													
important to Jewish people													
can talk about some things													
Jewish families do together as													
part of Shabbat worship in the home													
can say what some symbols													
on the Shabbat table are for													
and / or explain a Shabbat													
song/ story													
I can ask about what happens													
in groups my friends or others													
belong to on a special day,													
including Shabbat													
can talk about the meaning in													
a story, including the Creation													
story, and about any													
questions it raises													
can talk about whether													
thankfulness is important to others, including Jewish													
people, asking respectfully													
why													
wity													1

KS1 Judaism – Why do Jewish families say so many prayers and blessings?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥1	In I can remember the Biblical story of creation and know it is special to Jewish people	1b 1 can use the right words to say how a Jewish family celebrates Sukkot: (Got, sukkah, kdav, blessings)	Ic I can suggest why it is important to Jewish families to build their Sokkah in a special way	Id I can talk about things that my family or my class might like to do or happen on a day of rest	Ie I can ask why a story is told, and what I Hearn from 8, including the Creation story	If I can talk about why saying thank you, including for food, is important to me				
¥2	2a I can tell the story of creation and say why it be it might be important to Jewish people	2b I can talk about some things Jawish families do together as part of Stabbat worship in the home	2c I can say what some symbols on the Shubbat table are for and / or explain a Shubbat song/story	2d I can ask about what happens in groups my friends or others belong to on a special day; including Shabbat	2e 1 can talk about the meaning in a story, including the Creation story, and about any questions it raises	2f 1 can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why				

Sukkah Sha	abbat Kippah		Fallit I	Havdalah	ceremony
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baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment track	RE: KS1- Assessment tracker: Year 1 & 2												
opic: Why do Jewish families talk about repentance at New Year?													
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell the story of Jonah and													
say why it might be important													
to a Jewish person													
can talk about something													
Jewish people do together as													
part of their celebration /													
worship at Rosh Hashanah													
can say what the sound of the													
shofar or tasting honey means													
for Jewish people at Rosh													
Hashanah													
can ask respectfully what													
happens when friends or													
others get things wrong and													
want to put them right, including a Jewish view													
can talk about the possible													
meanings in a story, including													
the Jonah story, and about													
any questions the story raises													
can talk about what is													
important to others, including													
Jewish people, about													
repentance and 'putting things													
right', asking respectfully why													

KS1 Judaism – Why do Jewish families talk about repentance at New Year?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief					
t	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
¥1	Ia I can remember the story of Jonah and know who it is special to	1b 1 can use the right words e.g. God, scrol, shofar, repent, to talk about what happens at Yom Kippur	Ic I can suggest why the symbol of weighing scales is important to a Jewish person at New Year	Id I can talk about times when I have done things wrong, and need to say sorry, at home or in class	1e I can ask why a story is toki, and what I learn from it, including the Jonah story	If I can talk about what is important to me about saying sorry and being forgiven, and why			
¥2	20 I can tell the story of Jonah and say why R might be important to a Jewish person	2b I can talk about something Jewish people do together as part of their celebration / worship at Rosh rtieshanah	2c I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah	2d I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view	2e I can talk about the possible meanings in a story, including the lonali story, and about any questions the story raises	27 I can talk about what is important to others, including Jewish people, about repentance and putping things right, asking respectfully why			

	2	
Yom Kippur	Rosh Hashanah	Shofar

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Topic: Why was Jesus give	en the nam	e 'saviour	'?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
can tell the story about Simeon meeting Jesus and say why it might be important to a Christian.								
can talk about how Christians use an Advent wreath in their church services.								
can say what Posada stands for and what being involved might make a Christian think about.								
can ask, with respect, about what my friends or different groups do at Christmas, including Christians.								
can talk about how stories often have a meaning, and about questions the nativity story makes me ask.								
can talk about who or what my friends or family would think it was important to help & ask respectfully why.								

KS1 Christianity – Why was Jesus given the name 'saviour'?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
¥1	In I can remember the Annunclation story and know who it is special to	1b I can use the words 'nabivity' or 'crib' to talk about what a Christian does at Christmas	Le I can suggest how a Christian shows which figures are important in a nativity set	Id I can talk about things that happen in my family or my class when we have needed help	Le I can ask why stories are told and what I learn from them, including the Nativity	If I can talk about what neally helps me when I am in trouble e.g. konely, and why			
¥2	2a I can bell the story about Simeon meeting Jesus and say why it might be important to a Christian	2b I can talk about how Christians use an Advent wreath in their church services	2c I can say what Posada stands for and what being involved might make a Christian think about	2d I can ask, with respect, about what my linends or different groups do at Christmas, including Christians	2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask	21 I can talk about who or what my friends or family would think it was important to help & ask respectfully why			

advent annunciation

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment trac	E: KS1– Assessment tracker: Year 1 & 2												
Topic: How do some Musli	opic: How do some Muslims show Allah is compassionate and merciful?												
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell a story about													
Muhammad and an animal and													
say what it teaches a Muslim													
about compassion.													
can talk about how Muslims use													
the words of the Bismillah e.g.													
in prayers, before food or before reading the Qur'an.													
can say what a crescent moon													
and star might stand for, and													
what looking for the new moon													
at Eid-ul-Fitr is about for a													
Muslim.													
can ask respectfully about how													
my friends or other groups try to													
help or show compassion, and													
about why Muslims fast													
together in Ramadan.													
can talk about the possible													
meanings in stories, including a story about Muhammad, and													
about any questions they raise.													
can talk about the importance				1	1								
people set on showing													
compassion, including Muslims,													
and ask respectfully why.													

KS1 Islam - How do some Muslims show Allah is compassionate and merciful?

	Attainment Targe	t 1 - Learning about re	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
¥1	In I can remember the story of Muhammad and the Crying Camel and know who it is special to	1b I can use the words Yasting' and 'sharing' to talk about what Muslims do during Ramadan	1c I can suggest why the words of the Bismiliah are important to Muslims	1d I can talk about when my family (or class) and I have cared for / shown compassion to an animal	1e I can ask why a story is told and what I learn from R, including a story of Muhammad	If I can talk about what I think are important mays to show compassion and why			
YZ	2a 1 can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion	20 I can talk about how Muslims use the words of the Biamiliah e.g. In prayers, before Rod or before reading the Qurtan	2c I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ui-ritr is about for a Muslim	2d I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Huslims fast logether in Ramadan	2e I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise	2f I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why			

Allah	Muslim	prophet	Islam	Qur'an	Muhammad
					1

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment trac	RE: KS1- Assessment tracker: Year 1 & 2												
Topic: What are the best sy	mbols of ,	Jesus' dea	th & resur	rection at	Easter?								
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell one of the Easter													
stories and say why it might													
be important to a Christian.													
can talk about Christians													
taking communion together as													
part of their Easter worship at													
church.													
can say what different items													
could be used as symbols of													
the Easter stories and what													
they stand for.				-									
can ask, with respect, what happens when groups my													
friends or others belong to,													
celebrate a joyful event.													
can talk about things in the													
Easter stories that make me,													
or others, ask questions.													
can talk about what I, and													
others, think is important to													
celebrate and ask why.													

KS1 Christianity - What are the best symbols of Jesus' death and resurrection at Easter?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Targ	Attainment Target 2 - Learning from religion and belief						
1	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments					
¥1	1a I can remember one of the Easter stories and know who these stories are special to	1b I can use the right words to talk about Ornistians celebrating Easter: Jesus, cross, communian, joy, shout	Ic I can suggest why a cross, or crucifix, is an important religious symbol for Orristian people	1d I can talk about something surprising or amazing that happened in my family, my class or my religion	1e 1 can ask why a story is told, and what 1 learn from 8, including the story of Easter	If I can talk about an object or symbol that helps me if I an sad or reminds me of something amazing					
¥2	20 I can tell one of the Easter stories and say why it might be important to a Christian	2b I can talk about Christians taking communion together as part of their Easter worship at church	2c I can say what different items could be used as symbols of the Easter stories and what they stand for	2d I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event	2e I can talk about things in the Easter stories that make me, or others, ask questions	2f I can talk about what I, and others, think is important to celebrate and ask why Easter is important					

resurrection Good Friday Good Sunday celebration
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baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

RE: KS1– Assessment trac	ker: Year 1	& 2						
Topic: Why do Christians t	rust Jesus	and follow	v him?					
Pupils:								
Targets: AT1 AT2 Chn can/know/explain/understand								
can tell one of the stories about Jesus and say why it might be important to a Christian.								
can talk about how Christians learn more about following Jesus as part of their worship at church.								
can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is.								
can respectfully ask about how my friends, and people in different groups, including people in a faith group, know they can trust someone.								
can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise.								
can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why.								

KS1 Christianity – Why do Christians trust Jesus and follow him?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Targe	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments					
¥1	1a 1 can remember a story about Jesus and know who it is special to	10 1 can talk about following Jesus to a Christian using the right words e.g. God, trust	Ic I can suggest why pictures and stories of Jesus are important to Christians	Id I can talk about times when I need to trust someone in my family, my class or my religion	1e I can ask why a story is tokt, including the story of Zacchaeus, and what I learn from it	If I can talk about how I know who to trust at school and why					
¥2	2a 7 can tell one of the stories about Jesus and say why it might be important to a Christian	2b I can talk about how Christians learn more about Rillowing Jesus as part of their worship at church	2c I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Dristians say he is	2d 1 can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone	2e I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise	27 I can talk about what is important to others, including Divistans, when they first trust someone, and ask respectfully why					

trust	creed

baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

	RE: KS1- Assessment tracker: Year 1 & 2												
Topic: Why is the Torah su	ch a joy fo	r the Jewis	sh commu	inity?									
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can tell parts of the story of Moses and say why they													
might be important to Jewish													
people.													
can talk about some things													
Jewish people do together													
when the Torah is read in the													
synagogue.													
can say what the Aron													
Kodesh (Ark) is and how it													
shows the Torah's importance													
for Jewish people.													
can ask respectfully about													
what makes a good leader in													
groups my friends or others belong to, including faith													
groups.													
can talk about the meaning in													
a story, including stories of													
Moses, and about any													
questions these raise.													
can talk about what is													
important for others to													
remember, including Jewish													
people, asking respectfully													
why.													

KS1 Judaism – Why is the Torah such a joy for the Jewish community?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and				
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments				
¥1	In I can remember a story about Moses and the Ten Commandments know who it is special to	1b 1 can talk about what Jewish people do at Sinchat Torah using the right words	Ic I can suggest why a Torah scroll is important to a Jewish person	1d I can talk about times when my family or class have felt like jumping or dancing for joy	Le T can ask why a story is told, and what T learn from it, including stories about Moses	If I can talk about who or what I think it is important to listen to				
¥2	2a I can tell parts of the	2b I can talk about	2c I can say what the	2d I can ask respectfully	2e I can talk about the	24 I can talk about				
	story of Moses and say	some things Jewish	Aron Kodesh (Ark) is	about what makes a good	meaning in a story,	what is important for				
	why they might be	people do together	and how it shows the	leader in groups my	including stories of	others to remember,				
	important to Jewish	when the Torah is read	Torah's importance for	friends or others belong	Mores, and about any	including Jewish people,				
	people.	in the synagogue	Jewish people	to, including faith groups	questions these raise	asking respectfully why				

Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	synagogue
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baptism	Christening	Christian	Jewish	Mitzvah	Tikkun	Olan	Tzadakah box
parable	Bible	prayer	Lord's Prayer	Worship	Pentecost	Holy Spirit	ascension
Sukkah	Shabbat	Kippah	synagogue	Tallit	Havdalah	ceremony	Yom Kippur
Rosh Hashanah	Shofar	advent	annunciation	Allah	Muslim	prophet	Islam
Qur'an	Muhammad	resurrection	Good Friday	Good Sunday	celebration	trust	creed
Simchat	Torah	Bimah	mezuzah	Moses	Holy Ark	Hebrew	altar

Key Threshold Milestone 2 (Year 3 & 4)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.

Class name:

Year groups:

Academic year:

				Substantive knowledge	9
Title of unit	Vocabulary	Key outcome	Explore 1	Explore 2	Explore 3
How do Christians show that reconciliation with God and others is important?	Parable, reconciliation, Desmond Tutu	Christians believe God wants them to be peacemakers based on the example of Jesus.	Tell the story of the prodigal son and explain what is means to a Christian.	Explain the role of confession for some Christians around the world.	Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.
How does a Muslim show their submission and obedience to Allah?	Bismallah, Salat, Adhan, Muezzin, mu'adhin	Muslims submit to Allah because of his greatness. He is to be obeyed at all times.	Describe what a Muslim might learn from the story of Bilal and the first call to prayer.	Knowing how Muslims get ready to pray.	Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.
Why do Hindus want to collect good karma?	Karma, moksha, samsara, reincarnation, soul	Hindus take responsibility for gathering good karma and living the right way.	Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Explain that Hindus are encouraged to perform acts of selfless kindness.	Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.
Is the cross a symbol of love, sacrifice or commitment for Christians?	Sacrifice, holy week, crucifix	For Christians, the cross is an important symbol for God's love and is a sign of commitment as well as sacrifice.	Exploring the stories of Holy Week.	Understand Christianity is a global faith through exploring crosses across the world.	Explain why Christians wear crosses.
What do Christians mean when they talk about the Kingdom of God?	The Lord's Prayer, parable	Christians believe Jesus is their King and want to follow his way of life.	Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Describe what The Lord's Prayer teaches about the Kingdom of God.	Describe why charity work is important to Christians as a way of growing God's kingdom.
What symbols and stories help Jewish people remember their covenant with God?	Exodus, Passover, Sedar, Shavuot, Omer	Jewish people believe they have a covenant with God.	Understand the Exodus story	Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	Explain what happens at Shavuot.
How does believing Jesus is their saviour inspire Christians to save and serve others?	William Booth, Salvation Army, sin	Christians believe Jesus is the saviour of the world who rescues us from sin.	Use a Bible to find chapter and verse where Jesus helps, saves or heals.	Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.	Explore the Salvation Army.

Why do Muslims call Muhammad the 'seal of the prophets'?	Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine	Muslims believe Muhammad is the messenger of God and the last prophet.	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Describe ways some Muslims celebrate Muhammad's birthday.
How does the story of Rama and Sita inspire Hindus to follow their dharma?	Dharma, Raksha Bandhan, murti, Diwali, divas	Hindus celebrate Rama and Sita's commitment to duty.	Describe what a Hindu might learn from the story of Rama and Sita.	Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.	Describe what happens at a Hindu wedding.
Why are good stewardship and generous giving important for every Christian?	Steward, offering, tithe	Christians believe they should give generously as a sign of love for God and care for his creation.	Describe what Christians might learn from the parable of the Three Servants about good stewardship.	Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Describe some things that Christians believe they should do as stewards of God's world.
Why do Christians believe they are people on a mission?	Great Commission, Pentecost, Marks of Mission	Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.	Explain what the Great commission is and how the Holy Spirit strengthens Christians.	Describe how Pentecost is celebrated and acknowledged in church.	Recall the 5 marks of mission of the Anglican church.
How do Sikhs put their beliefs about equality into practice?	Sikh, Kaur, langar, Patka, Gurdwara	Sikhs believe everyone is equal because God is present in everyone.	Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.	Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.	Explain and describe the practice of the langar.

End of Phase Christianity Core knowledge: what do we want pupils to know?	End of phase Judaism Core knowledge : What do we want pupils to know?
By the end of LKS2 , pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.	 By the end of KS2, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations. Please note: the above will depend on if both Judaism units are taught in your KS2 scheme of work.
End of phase Hinduism Core knowledge : What do we want pupils to know?	End of phase Islam Core knowledge : What do we want pupils to know?
By the end of KS2 , pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.	By the end of KS2 , pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.
End of phase Sikhism Core knowledge : What do we want pupils to know?	
By the end of KS2 , pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.	

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Subject		Year A (2022-2023), (2024-2025) (2026-2027) etc.						Year B (2021-2022), (2023-2024), (2025-2026) etc.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Religious Education	Religion and the Individual What is expected of a believer following a religion and the impact of belief on peoples' lives		Symbols and Religious Expression Now religious and spiritual obar are expressed	Beliefs in Action in the World How religions respond to global asses	d Judaism	Inspirational People Why some figures, e.g. founders, leaders and teachers, isophie religious belowers		Religion and the Individual - additional	Religion, Family and Community Nov religious families & communities practice their faith & the contributions this makes to local life	Encountering Sikhism ~ Religion, Family and Community				
(See Hertfordshire Agreed Syllabus of RE 2023-2028 & Emmanuel Project Units of work for details)	Christianity How de Christians show that <u>reconclistion</u> with God and others is important?	Isiam How does a Mustim show their <u>automission</u> and <u>abetiliance</u> to Allah?	Hinduism dise to dealer water to called and Access	Christianity Is the snuss a symbol of love, secrifice or commitment for Christians?	Christianity What do Christians mean when they talk about the <u>Kingdom of</u> Stad?	Judaism What symbols and stories boly levish people remember their company with conf?	Christianity How does besirving Jeans is their <u>sectors</u> inspire Christians to save and serve others?	Islam Why do Hueline call Muhammad the seal of the graphete?	Hinduism Her dae He Her scart for Her seath House He heart the Hermit	Christianity Why are good stewardship and generous giving important for every Christian?	Christianity Why do Christians before they are people on a <u>minute</u> ?	Sikhism Now do Sikhs put their beliefs about <u>equality</u> into practice?		

The Assessment Tracker documents below outline what children will learn within each topic?

RE: Lower KS2 – Assessm											
Topic: How do Christians s	show that r	econciliati	on with Go	od and oth	ers is impo	ortant?		-			
Pupils:											
Targets: AT1 AT2											
Chn can/know/explain/understand											
can describe what Christians											
might learn from the Parable of											
the Lost Son / or stories of											
Christians involved in											
Reconciliation.											
can describe some things that are											
the same / different in the way											
Christians confess their sins.											
can describe some different ways											
that Christians show the											
reconciliation in pictures of the											
Prodigal Son e.g. by Rembrandt.											
can compare people and things which influence me with those											
which influence others, including											
a practising Christian.											
can ask important questions							-			-	
about the idea of reconciliation in											
life e.g. when looking at											
sculptures, and compare my											
ideas with others, including											
Christians.											
can link things that I, and others											
value about the need for											
'peacemakers' or 'reconcilers'											
with the way we choose to think											
and behave in school.											

KS2 Christianity – How do Christians show that reconciliation with God and others is important?

	Attainment Targe	rt 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief					
ĺ.,	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
¥3	3a I can describe what a Christian might learn from the story of the Lost (Prodigal) Son	3b I can describe how Christians everywhere practise confession and ask God to forgive their sins	3c I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices	3d I can recognise some things that influence me e.g. family, friends, faith, when it comes to admitting I am in the wrong	Se I can ask good questions about life when thinking about the story of the Lost Son and communicate some of my ideas for answers	3f I can link what is important to me about peace, reconciliation or forgiveness, with the way I think and behave			
¥4	4a I can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation	4b 1 can describe some things that are the same / different in the way Christians confess their sins	4c I can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt	4d I can compare people and things which influence me with those which influence others, including a practising Christian	4e I can ask important questions about the idea of reconciliation in life e.g. when looking at sculptures, and compare my ideas with others, including Christians	4f I can link things that I, and others value about the need for 'peacemakers' or 'reconcilers' with the way we choose to think and behave in school			

parable reconciliation Desmond Tutu

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adł	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer		William	n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	g
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

	RE: Lower KS2 – Assessment tracker: Year 3 & 4											
Topic: How does a Muslim	show their	r submissi	on and ob	edience to	Allah?						 	
Pupils:												
Targets: AT1 AT2												
Chn can/know/explain/understand												
I can describe what Muslims												
might learn from the story of Bilal												
about God or the Prophet												
Muhammad.											 	
can describe some things												
Muslims do when they get ready												
for prayer, and how this is the same / different from others who												
pray.												
can describe the way the words				-				-			-	
and use of the adhan or prayer												
call shows Muslims the												
importance of prayer.												
can compare some things that												
influence me, and my friends, with												
how a Muslim parent wants Allah												
to be first in their baby's life.												
can ask if time to think or pray each day would help people find												
meaning, purpose or truth in life,												
comparing ideas with others,												
including people of faith.												
can link things that I, and others,												
say we value as part of our daily												
routine or lifestyle, with how we												
actually choose to think and												
behave.												

KS2 Islam - How does a Muslim show their submission and obedience to Allah?

	Attainment Targe	et 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
Y3	3a I can describe what a Muslim might learn from the story of Bilal and the first call to prayer	3b I can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people	3c I can use religious words to describe some ways Muslims show Allah is important when they pray	3d 1 can recognise some things that influence what 1 do e.g. family, friends, faith, and know the call to prayer affects a Muslim	3e I can ask good questions about life after hearing the story of Bial and give some ideas for answers	3f I can link who is important to me, and who I believe I should obey, with the way I think and behave			
¥4	4a I can describe what Musilens might learn from the story of Bilal about God or the Prophet Muhammad	4b I can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray	4c I can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer	4d I can compare some things that influence me, and my friends, with how a Muslim parent wards Aliah to be first in their baby's life	4e T can ask if time to think or pray each day would help people find meaning, purpose or truth in life, comparing ideas with others, including people of faith	4f I can link things that I, and others, say we value as part of our daily routine or lifestyle with how we actually choose to think and behave			

Dismelleh Celet Adhen Muserin muladhin	
Bismallah Salat Adhan Muezzin mu'adhin	

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix		
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth		n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offering		9
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	ent tracker	: Year 3 &	4					
Topic: Why do Hindus wan	t to collect	good karı	na?					
Pupils:								
Targets: AT1 AT2								
Chn can/know/explain/understand								
can describe what Hindus might								
learn from one of the stories of								
the Panchatantra about living								
the right way.								
can describe how some, but not								
all, Hindu boys receive a sacred								
thread and what this signifies.								
can describe some different								
ways Hindus show their beliefs								
about reincarnation e.g. in the								
imagery of 'worn-out clothes'				 				
can compare some of the things								
that influence me, and others I								
know, with how the idea of good and bad karma influences								
Hindus.								
can ask important questions about which actions in life are								
snakes / ladders and compare								
my ideas with others, including								
some Hindu views.								
can link things that I, and my				1				
friends, would value as changes								
we would like to see in the								
world with the way we choose								
to think and behave ourselves.								

KS2 Hinduism – Why do Hindus want to collect good karma?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
Y3	3a I can describe what a Hindu might learn from the story of the Starfish	3b I can describe how Hindus do Sewa, or acts of kindness, and encourage others to do the same	Je I can use religious terms to describe how 'Snakes and Ladders' represents some important Hindu beliefs	3d I can recognise some of the things which influence me to do good or bad things e.g. family, friends, faith,	3e I can ask good questions about life after thinking about some Hindu stories and share some of my ideas	3f 1 can link things that are important to me with whether or not my thinking and behaviour is 'selfish' or 'selfiess'				
¥4	4a T can describe what Hindus might seam from one of the stories of the Penchatantra about living the right way	4b I can describe how some, but not all, Hindu boys receive a sacred thread and what this signifies	4c I can describe some different wrys Hindus show their beliefs about reincarnation e.g. in the imagery of 'worn-out clothes'	4d I can compare some of the things that influence me, and others I know, with how the idea of good and bad karma influences Hindus	4e I can ask important questions about which actions in life are snakes / lactions and compare my ideas with others, including some Hindu withes	4f I can link things that I, and my friends, would value as changes we would like to see in the world with the way we choose to think and behave ourselves				

karma moksha	samsara	reincarnation	soul					

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	[
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William		n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offeri		3
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	ent trackei	: Year 3 &	4						
Topic: Is the cross a symb	ol of love,	sacrifice o	r commitm	nent for Ch	ristians?				
Pupils:									
Targets: AT1 AT2 Chn can/know/explain/understand									
can describe what Christians might learn from the story of Jesus' death / sacrifice.									
can describe some ways in which a cross is used in the same, or different, ways by Christians.									
can describe some ways Christians show their beliefs on different crosses or in songs about the cross.									
can compare some things that influence me, and others, with how belief in Jesus' sacrifice influences Christians.									
can ask important questions about what a sacrifice is and compare my ideas with others, including a Christian.									
can link the things that I, and my friends, value, with what we would be willing to sacrifice.									

KS2 Christianity – Is the cross a symbol of love, sacrifice or commitment for Christians?

	Attainment Targe	et 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and telonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥3	3a I can describe what a Christian might learn from one of the stories of Holy Week	3b I can describe how Orristians in many different lands use crosses to show they are Orristians	3c I can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs	3d I can recognise how Remembrance Day colobrations might make different people feel	3e I can ask good questions about life after discussing the Holy Week stories and share ideas for answers	3f I can link things that are important or precious to me with the way I think about, or behave towards, them				
¥4	4a I can describe what Christians might learn from the story of Jesus' death / sacrifice	4b I can describe some ways in which a cross is used in the same, or different, ways by Christians	4c I can describe some ways Christians show their beliefs on different crosses or in songs about the cross	4d I can compare some things that influence me, and others, with how belief in Jesus' sacrifice influences Christians	4e 1 can ask important questions about what a sacrifice is and compare my ideas with others, including a Christian	4f I can link the things that I, and my friends, value, with what we would be willing to sacrifice				

sacrifice holy week crucifix	
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parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adł	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix		K
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth		n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	d offerin		g
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm									
Topic: What do Christians	mean whe	n they talk	about the	Kingdom	of God?				
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can describe what Christians									
might learn from the 'Sheep and									
Goats' about what God is like									
and how to live.									
can describe how Christians									
pray for God's Kingdom to									
come in different ways e.g.									
through song or the Lord's									
Prayer.							 		
can describe some different									
ways that Christians show their									
belief in Jesus as King through songs and various art forms.									
can compare who I listen to									
when it comes to how I behave									
with who other people are									
influenced by, including									
Christians.									
can ask important questions									
about what life in a kingdom									
ruled by Jesus would be like									
and compare ideas with others,									
including Christians.						 	 		
can link ideas about what I, and									
others, would value in a 'good'									
kingdom with how we would									
need to think and behave.									

KS2 Christianity – What do Christians mean when they talk about the Kingdom of God?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief						
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
¥3	3a I can describe what a Christian might learn about Jesus from the story of Palm Sunday	3b I can describe how Christians from different places believe Jesus is king and want to follow his way of life	3c I can use religious terms to describe some ways Christians show their belief that Jesus is their king	3d I can recognise some of the things which influence how I treat other people e.g. family, friends, faith	3e I can ask good questions, about the right way to live based on Jesus' parables, and share some answers	3f I can link things that are important to me with the sort of "kingdom" I would like to live in				
¥4	4a I can describe what Onristians might learn from the 'Sheep and Goats' about what God is like and how to live	4b 1 can describe how Christians pray for God's Kingdom to come in different ways e.g. through song or the Lord's Prayer	4c I can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms	4d I can compare who I listen to when it comes to how I behave with who other people are influenced by, including Christians	4e I can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians	4f I can 3nk kleas about what I, and others, would value in a 'good' kingdom with how we would need to think and behave				

Lord's Prayer parable

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adhin	
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix		
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Booth		i Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offeri		J
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	RE: Lower KS2 – Assessment tracker: Year 3 & 4											
Topic: What symbols and s	stories help	o Jewish p	eople rem	ember the	ir covenan ⁻	t with God	?					
Pupils:												
Targets: AT1 AT2												
Chn can/know/explain/understand												
can describe what Jewish people												
might learn from the stories of												
Abraham about a covenant with God.												
can describe some different												
customs and practices Jewish												
people have as part of their												
Pesach (Passover) celebrations.												
can describe how Jewish people												
show the importance of remembering their covenant with												
God when they fix a mezuzah and												
touch it.												
can compare some of the												
memories that influence me with												
how the story of Passover (Pesach) might help Jewish												
people think about their covenant												
with God.												
can ask important questions												
about the role of trust in relation												
to promises and compare my ideas with others, including a												
possible Jewish response.												
can link things that I, and others,												
agree are valuable e.g. our home/												
school agreement, with how we												
choose to think												
and behave in class.												

KS2 Judaism – What symbols and stories help Jewish people remember their covenant with God?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and			
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments			
Y3	3a I can describe what	3b 1 can describe how	3c I can use religious	3d I can recognise some	3e I can ask good	3f I can link objects			
	a Jewish person might	Jewish and Christian	words to describe how	of the things which	questions about life	which hold important			
	learn from Noah about	people both read and	a rainbow in the Noah	influence my ideas about	after hearing the stories	memories for me with			
	the idea of a covenant	discuss Bible stories to	story is a reminder of	promises e.g. family,	of the Evolus and share	how I think about and			
	with God	know about God	God's promises	friends, faith	some of my ideas	treat them			
¥4	4a I can describe what Jewish people might learn from the stories of Abraham about a covenant with God	4b 1 can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	4c I can describe how Jewish people show the importance of remembering their covenant with God when they fix a meauzah and touch it	4d I can compare some of the memories that influence me with how the story of Passover (Pesach) might help Jewish people think about their covenant with God	4e I can ask important questions about the role of trust in relation to promises and compare my ideas with others, including a possible Jewish response	4f I can link things that I, and others, agree are valuable e.g. our home/ school agreement, with how we choose to think and behave in class			

· · · · · · · · · · · · · · · · · · ·								
Exodus	Passover	Sedar	Shavuot	Omer				

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adh	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix		
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Boot		n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	9
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	RE: Lower KS2 – Assessment tracker: Year 3 & 4											
Topic: How does believing	Jesus is t	heir saviou	ur inspire (Christians	to save an	d serve oth	ners?					
Pupils:												
Targets: AT1 AT2												
Chn can/know/explain/understand												
can describe what Christians												
might learn from the story of												
Zacchaeus about how people												
need 'saving'												
can describe some things												
Christians do as part of their												
faith to try to 'save' or help												
others, some the same, some												
different.												
can describe some different												
ways that Christians show their												
beliefs about Jesus by using the words 'save/ saviour / sin / God'												
in Christmas carols or on												
Christmas cards.												
can compare some things (or												
people) that influence me with												
who influences other people,												
including a practising Christian.												
can ask important questions												
about things that spoil people's												
lives and compare with the												
Christian idea about sin as												
failing to be perfect.												
can link things or people that												
my friends and I value with the												
way we choose to think and												
behave.												

KS2 Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief					
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand c) meaning, purpose and truth	Strand () values and commitments			
¥3	3a I can describe what a Christian might learn from a story about how Jesus helped or saved someone	3b 1 can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers	3c 1 can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge	3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith	3e I can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers	3f I can link things that are important to me about receiving help when I need it to how I think and behave			
¥4	4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'	4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different	4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'aswel' saviour / sin / God' in Christmas carols or on Christmas cards	4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian.	4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect	4f f can link things or people that my friends and I value with the way we choose to think and behave			

Willia	m Booth	Salvation Army	sin

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adh	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix		
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	William Bo		Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering)
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	RE: Lower KS2 – Assessment tracker: Year 3 & 4											
Topic: Why do Muslims ca	ll Muhamm	ad the 'sea	al of the p	rophets'?								
Pupils:												
Targets: AT1 AT2												
Chn can/know/explain/understand												
can describe what Muslims												
might learn from a story about												
Muhammad's life about Allah or												
about living.												
can describe how Muslims say												
the words of the Shahadah to												
witness to their faith, as new												
believers or as part of prayer.				-								
can describe some different												
ways Muslims show / do not show their beliefs about												
Muhammad in art, calligraphy												
or design.												
can compare how someone I												
admire influences me with who												
influences others, as well as												
how Muhammad might												
influence a Muslim.												
can ask important questions												
about how people decide who												
to follow in life, comparing ideas												
with others, including a Muslim												
view.												
can link things that I, and												
others, value with how we												
choose to behave and what we												
choose to celebrate.												

KS2 Islam - Why do Muslims call Muhammad the 'seal of the prophets'?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Targe	et 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand s) meaning, purpose and truth	Strand f) values and commitments
¥3	3a I can describe what a Muslim might learn from a story about Muhammad	3b I can describe the Shahadah and know all Muslims everywhere recite the same words	3c I can use 'seal of the prophets' to describe Muslim belief about Muhammad	3d I can recognise some of the things which influence me (family, friends, faith)	3e I can ask good questions about what is important in life after hearing stories about Muhammad	3f I can link important messages I think the world should hear with the way I think and behave
¥4	4a L can describe what Muslims might learn from a story about Muhammad's life about Allah or about living	4b 1 can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer	4c L can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design	4d I can compare how someone I admire influences me with who influences others, as well as how Muchammad might influence a Muslim	4e I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view	4f I can link things that I, and others, value with how we choose to behave and what we choose to celebrate

Topic specific vocabulary	/:					
prophet	shahadah	mosque	seal	calligraphy	arabic	divine

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin	mu'ao	dhin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week	crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer	Willia	m Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy	arabi	0
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward	offeri	ng
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar Pa	atka	Gurdwara

RE: Lower KS2 – Assessm										
Topic: How does the story	of Rama a	nd Sita ins	pire Hindu	us to follov	v their dha	rma?				
Pupils:										
Targets: AT1 AT2										
Chn can/know/explain/understand										
can describe what Hindus might										
learn about dharma or 'right										
action' from the story of Rama										
and Sita.										
can describe some things										
Hindus do to celebrate Rama										
and Sita's commitment to duty,										
some the same, some different.								 		
can describe some difference										
ways Hindus show their beliefs										
in actions / symbols/ words										
during a wedding. can compare some of the things							 	 		
/ people that influence me with										
those that influence others,										
including how the characters in										
Ramayana influence Hindus.										
can ask whether everyone has										
the same or different duties in										
life and compare my ideas with										
others, including a Hindu view.										
can link things that I, and										
others, value as the 'duties of a										
human' and those valued by										
Hindus, with how we actually										
think and behave.										

KS2 Hinduism – How does the story of Rama and Sita inspire Hindus to follow their dharma?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Targe	t 2 - Learning from re	eligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Hindu might learn from the the story of Rama and Sita	3b 1 can describe how, like other religious people, Hindus have people to inspire them	3c I can use religious words to describe how Hindus show the importance of duty at Rakshe Bandhan	3d I can ask recognise things which influence me (family, friends, faith) to fulfil / neglect my duties	3e I can ask good questions to do with my duty in life after taking about Rama and Sita, and share my answers	3f I can link things that are important to me with the way I think about, and tackle, my duties
¥4	4a 1 can describe what Hindus might learn about dharma or hight action from the story of Rama and Sita	4b 1 can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different	4c 1 can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding	4d I can compare some of the things / people that influence me with those that influence others, including how the characters in Ramayana influence Hindus	4e I can ask whether everyone has the same or different duties in life and compare my ideas with others, including a Hindu view	4f I can link things that I, and others, value as the 'duties of a human' and those valued by Hindus, with how we actually think and behave

Dharma Raksha Bandhan murti Diwali diyas					
	Dharma	Raksha Bandhan	murti	Diwali	divas

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adh	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer		William Boot	
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm	ent trackei	r: Year 3 &	4							
Topic: Why are good stewa	ardship and	d generou	s giving in	nportant fo	r every Ch	ristian?				
Pupils:										
Targets: AT1 AT2										
Chn can/know/explain/understand										
can describe what Christians										
might learn from the parable of										
the Three Servants about good										
stewardship.										
can describe how most										
Christians give money as part										
of their worship and some										
different ways they might do										
this.										
can describe how Christians										
show their beliefs about giving to God OR God's ownership of										
the world in the words of a										
song.										
can compare what influences										
my ideas about how I use my										
time, money or talents with										
what influences others.										
Including some Christians.										
can ask important questions										
about who owns things in our										
world and compare my ideas										
with others, including										
Christians.										
can link things that I, and										
others, value with the way we										
choose to think about and use										
our time, money or talents.										

KS2 Christianity – Why are good stewardship and generous giving important for every Christian?

	Attainment Targe	rt 1 - Learning about r	eligion and belief	Attainment Targe	t 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
¥3	3a I can describe what a Christian might learn from the parable of the Three Servants	3b I can describe some things that Christians believe they should do as stewards of God's world	3c I can use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God	3d I can recognise some things which influence me (family, friends, faith) with regard to 'giving' money to charity	3e I can ask some good questions on being 'stewards', and share some of my ideas for answers	3f I can link things that are important to me about things I own, and how and why I might look after them
¥4	4a I can describe what Christians might learn from the parable of the Three Servants about good stewardship	4b 1 can describe how most Christians give money as part of their worship and some different ways they might do this	4c I can describe how Christians show their beliefs about giving to God OR God's ownership of the world in the words of a song	4d I can compare what influences my ideas about how I use my time, money or talents with what influences others. Including some Christians	4e I can ask important questions about who owns things in our world and compare my ideas with others, including Christians	4f1 can link things that I, and others, value with the way we choose to think about and use our time, money or talents

steward offering tithe			
	steward	offering	tithe

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adh	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	[
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer		William	n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	9
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka (Gurdwara

RE: Lower KS2 – Assessm	ent tracker	: Year 3 &	4						
Topic: Why do Christians b	believe the	y are peop	le on a mi	ssion?					
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can describe what Christians									
might learn from the story of									
Jonah about God e.g. obeying									
God, God's love.									
can describe some things most									
Christians would see /do as part									
of the mission of the church,									
and some that a smaller									
number might concentrate on.									
can describe some different									
ways Christians might show their beliefs about the coming of									
the Holy Spirit at Pentecost in									
words, art or symbols.									
can compare some things /									
people that influence me with									
who influences others, including									
how Jesus' words influence a									
practising Christian.									
can ask what things make a									
positive difference to people's									
lives and compare with some									
Christian ideas e.g. in a song.									
can link things that I, and									
others, value e.g. the Marks of									
Mission, with how people									
choose to think and behave.									

KS2 Christianity – Why do Christians believe they are people on a mission?

	Attainment Targe	et 1 - Learning about re	eligion and belief	Attainment Targe	t 2 - Learning from r	eligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Christian might learn from the Jonah story e.g. about a mission	3b I can describe some things churches typically do as part of their mission to love God and love their neighbour	3c I can use religious words to describe how Christians show their beliefs about Pentecost in church celebrations	3d I can recognise some things which influence me (family, friends, faith) when I think about having a mission in life	3e I can ask good questions about having a mission or purpose in life, and share some of my ideas for answers	3F1 can link things that. I think are important to make the world better with the way I think and behave myself
¥4	4a I can describe what Orristians might learn from the story of Jonah about God e.g. obeying God, God's love	4b I can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on	4c 1 can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Perotecost in words, art or symbols	4d I can compare some things / people that influence me with who influences others, including how Jesus' words influence a practising Christian	4e 1 can ask what things make a positive difference to people's lives and compare with some Christian ideas e.g. in a song	4f I can link things that I, and others, value e.g. the Marks of Mission, with how people choose to think and behave

Great Commission Pentecost Marks of Mission

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adł	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	(
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer		William	n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	g
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

RE: Lower KS2 – Assessm									
Topic: How do Sikhs put th	eir beliefs	about equa	ality into _l	practice?		-			-
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can describe what Sikhs might									
learn from the story of Guru									
Amar Das and the Emperor									
about God or how to live.									
can describe some different									
things Sikhs do which show									
equality in the langar e.g.									
welcome everyone, helping									
provide food.									
can describe how the names									
'kaur' and 'singh' show the									
belief that all Sikhs are equal, valued and united.									
can compare some things that									
influence me with those that									
influence others e.g. how eating									
and serving at the langar might									
influence a Sikh.									
can ask important questions									
about whether all people are									
equal and compare my ideas									
with others, including a Sikh.									
can link things that my friends									
and I say we value in our school									
rules to how we choose to think									
and behave towards other									
people.									

KS2 Sikhism – How do Sikhs put their beliefs about equality into practice?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief						
¥3	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
Y3	3a I can describe what a Sikh might learn from stories of how the young Nanak treated people	3b I can describe some typical things that Sikhs do at a gurdwara e.g. taking karah prashad	3c I can say what a patka is and what long hair and turbans show a Sikh	3d I can recognise some things which influence my ideas about being treated equally or fainly (family, friends, faith)	Je I can ask good questions about whether people are equal and communicate some ideas for answers	3f I can link the importance to me of being treated fairly with the way I think and behave				
¥4	4a I can describe what Sikhs might learn from the story of Guru Amar Das and the Emperor about God or how to live	4b I can describe some different things Sikhs do which show equality in the langar e.g. welcome everyone, helping provide food	4c I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united	4d I can compare some things that influence me with those that influence others e.g. how eating and serving at the langar might influence a Sikh	4e 1 can ask important questions about whether all people are equal and compare my ideas with others, including a Sikh	4f I can link things that I my friends and I say we value in our school rules to how we choose to think and behave towards other people				

Topio opeonio voodbalaly.				
Sikh	Kaur	langar	Patka	Gurdwara

parable	reconciliation	Desmond Tutu	Bismallah	Salat	Adhan	Muezzin		mu'adł	nin
karma	moksha	samsara	reincarnation	soul	sacrifice	holy week		crucifix	[
Lord's Prayer	parable	Exodus	Passover	Sedar	Shavuot	Omer		William	n Booth
Salvation Army	sin	prophet	shahadah	mosque	seal	calligraphy		arabic	
divine	Dharma	Raksha Bandhan	murti	Diwali	divas	steward		offering	
tithe	Great Commission	Pentecost	Marks of Mission	Sikh	Kaur	langar	Patka		Gurdwara

Key Threshold Milestone 3 (Year 5 & 6)

- Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.

Class name:

Year groups:

Academic year:

				Substantive knowledge	9
Title of unit	Vocabulary	Key outcome	Explore 1	Explore 2	Explore 3
Why is the gospel such good news for Christians?	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit	The gospel is good news for Christians because it contains the teachings and stories of Jesus.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Describe and compare what may happen in a church when the Gospels are read.	Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.
What does the Qur'an reveal about Allah and his guidance?	Revelation, Hira, Gabirel, recite, Hafiz, Madrassah	For Muslims, the greatest revelation has comes from Allah to the Prophet Muhammad and is recorded in the Qur'an.	Retell the story of how the Qur'an was revealed to Muhammad.	Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.	Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.
What spiritual pathways to Moksha are written about in Hindu scriptures?	Krishna, yoga, moksha, Bhakti, Gita, Janmashtami	Hindus believe in different pathways to become united with God.	Understand that some Hindus read from the Gita every day for guidance, comfort and advice.	Express the importance role of devotion or those who follow the Bhakti pathway.	Give examples of how Hindus express beliefs and feelings about Krishna.
When Christians need real wisdom where do they look for it?	Proverbs, sermon on the mount, Psalms, foolishness, wisdom, Solomon	Christians believe true wisdom comes from God and the Bible.	Know that Christian ideas about wisdom come from the Bible e.g. Proverbs, Psalms, parables.	Describe how Christians use the Psalms in their worship.	Describe how Jesus understood wisdom through reference to his parables and sayings.
What is the great significance of the Eucharist for Christians?	Passover, Eucharist, Holy Communion, thanksgiving	The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.	Understand and compare the different Gospel writers accounts of the Last Supper.	Explain what the Holy communion service means to Christians.	Explore Christian belief in the importance of giving thanks.
How did Buddha teach his followers to find enlightenment?	Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation	Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings.	Retell the story of Buddha's enlightenment.	Describe the Eightfold Path as techniques for overcoming suffering.	Describe the use and importance of stillness and meditation

How do Christians show their belief that Jesus is God incarnate?	Divine, incarnate, Emmanuel, ichthus,- humanity, identify, Anglican, creed, christingle	Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity	Explore the Biblical origin of Christian belief in Jesus as God.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.	Explore how the Children's Society 'incarnate' the love of Jesus.
How does tawhid create a sense of belonging to the Muslim community?	Kaaba, Ummah, Hajj, Tawhid	Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.	Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'	Describe the impact of Hajj on a Muslim.
How do questions about Brahman and Atman influence the way a Hindu lives?	Brahman, atman, Namaste, deities, Ahimsa	Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.	Explain the different ways Hindus explain their ideas of God	Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.
How do Christians try to capture the mystery of God as Trinity?	Mystery, icon, agnostic, atheist, trinity, symbol, baptism, prophecy	Christians experience God as the Holy Trinity - three separate persons- Father, God and Holy Spirit.	Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.	Describe and compare trinitarian practices involved in belonging to different Christian groups.	Explain that for a Christian, the purpose of life is found in relationships, as personally experienced through a relationship with the trinitarian God.
Should believing in the resurrection change how Christians view life and death?	Resurrection, creed, hallelujah, collect, euphemisms.	Christians believe in the resurrection and the afterlife.	Explore the witness to the resurrection accounts in the Gospel.	Understanding why Easter services are celebratory	Exploring Christian funerals and the belief in the afterlife.
Why do Humanists say happiness is the goal of life?	Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,	Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.	Describe how Humanist advertising expresses their beliefs.	Describe some practices involved at Humanist celebrations.	Explore how being a humanist affects someone's life and decision making.

End of Phase Christianity Core knowledge: what do we want pupils to know?	End of phase Humanism Core knowledge : What do we want pupils to know?
By the end of UKS2 , pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.	By the end of KS2 , pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.
End of phase Hinduism Core knowledge : What do we want pupils to know?	End of phase Islam Core knowledge : What do we want pupils to know?
By the end of KS2 , pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.	By the end of KS2 , pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.
End of phase Buddhism Core knowledge : What do we want pupils to know?	
By the end of KS2 , pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path.	

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Subject		Year A (202	22-2023), (2	2024-2025) (2	2026-2027) et	tc.	Year B (2021-2022), (2023-2024), (2025-2026) etc.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Agreed Syllabus	Teachings and Authority What sacred texts and other sources say about God, the world and human life		additional Sacred Place What sacred texts and other secrem say about Got, the world and human particular onlytics a	Worship, Pilgrimage and Sacred Places When, how it why peaks meship, sc. importance of particular religious sites	~ Symbolism and Religious Expression	Beliefs and Questions What key beliefs people hold about God, the world and humans			Beliefs and Questions - additional	Journey of Life and Death Why some occasions are sarred to believers and what people think about of eater death	Encountering Humanism ~ Journey of Life and Death			
	Christianity Why is the gauged such good news Are Christians?		Hinduitem Marter sportswi sectorement for <u>Martelle</u> are ner filter advoct for Marter sectorement	Christianity When Christians need real <u>wischnit</u> where do they look for it?	Christianity What is the great significance of the Euchacity for Outstians?	Buddhism How die Buddha Gaach the followers to find <u>anlighteamant</u> ?	Christianity How do Christians show their belief that Jonus is God insernate?	Islam How does <u>tauchid</u> cruste a sense of belonging to the Muslim community?	Hinduism Alex do availant sever dealer and admen inference the sever a reade invest?	Christianity How do Christians by to capture the mystory of God as <u>Trimity</u> ?	Christianity Should believing in the <u>resurrection</u> change how Christians view life and death?	Humanism Why do Humanists say <u>happiness</u> is the goal of life?		

The Assessment Tracker documents below outline what children will learn within each topic?

RE: Upper KS2 – Assessm	ent tracker	r: Year 5 &	6						
Topic: Why is the gospel s)					
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can suggest reasons why	1								
Christians want to follow	1								
Jesus' teachings on life and	1								
morality in the gospels but do	1								
not always interpret them the	1								
same.	J								
can use a wide religious	1								
vocabulary to compare how	1								
and why some groups share	1								
the Christian gospel and ask	1								
how this might change	1								
people's ways of life.									
can express the Christian	1								
belief that Jesus is good news	1								
in an image influenced by	1								
Forsey or Vallotton, or in	1								
poem or song, and explain my	I I								
ideas. can ask about the diverse	I								
	1								
groups people belong to, by	1								
	1								
	1								
	1								
	Į								
	1								
	1								
	, I								
want to share their belief in	1								
	, I								
	Į								
	1								
	1								
	, I								
	, I								
	, I								
heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all. can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus. can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important.									

KS2 Christianity - Why is the gospel such good news for Christians?

	Attainment Targe	t 1 - Learning about r	eligion and belief	and belief Attainment Target 2 - Learning from religion and					
¥5	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments			
	Sa L can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible	Sb I can use the right religious words to describe and compare what may happen in a church when the Gospels are read	Sc I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	5d I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him	Se 1 can ask guestions about the meaning and purpose of life and suggest what answers others, including Christians might give	SF 1 can ask about moral decisions 1, and others, including Christians, make when we believe something is 'good news' for people			
Y6	6a 1 can suggest reasons why Christians want to follow Jesus' teachings on IIIe and morality in the gospels but do not always interpret them the same	6b I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life	6c I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Valotton, or in poem or song, and explain my ideas	6d I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, ike Christians, I believe some messages should be shared with all	Ge I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus	6f I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my affe is as important.			

Topic specific vocabulary:

lectern Herod authority Matthew Mark Luke John Gospel ac	account pulpit
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lectern		Herod		authority	/	Mat	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	on	Hira	a	Gabriel		recite		Hafiz		Mad	Irassah
Krishna		yoga		moksha Bhakti Gita Janmashtami prover		proverbs	proverbs		mon on the Int						
Psalms	foolishness wisdom Solomon Passover Eucharist		Eucharist	Holy C		Holy Communion		nksgiving							
Buddha		enlightenmer	nt	eightfold	l path	Dha	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity	/	ideı	ntity	Anglican		creed		Christing	jle	kaa	ba
Ummah		Hajj		Tawhid		Bra	hman	atman		Namaste		deities		Ahiı	nsa
mystery		icon agnostic		;	atheist		trinity		symbol		baptism		prophecy		
resurrection	hall	lelujah	collect	•	euphemisms	•	Humanist	secularist	rea	son	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6						
Topic: What does the Qur'				uidance?					
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can make links between the									
beliefs and teachings of the									
Qur'an or Sunnah and why									
Muslims might make different									
choices about how they									
should live.									
can use wide religious									
vocabulary to describe why									
only some Muslims seek to									
become Hafiz and how the									
study affects both their lives									
and the lives of others.									
can express Muslim beliefs									
about Allah in a style which									
respects their choice to use									
words not pictures to express									
their beliefs on a mosque wall.									
can ask about what it might									
be like to live as part of different groups in society and									
explain what I think the									
challenges are of being a									
Muslim in Britain.									
can ask a Muslim some good									
questions about the meaning									
and purpose of life, and about									
what is true, and compare									
their answers with mine and									
others.									
can discuss the benefits and									
problems of strong values and									
commitments in relation to									
media reports about Islam									
and suggest right responses									
in school.									

KS2 Islam – What does the Qur'an reveal about Allah and his guidance?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief							
	Strand a) bolisfs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and					
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments					
¥5	Se I can make links that	Sb I can use the right	Sc I can show how	5d 1 can ask questions	Se 1 can ask questions	5F I can ask about					
	show how Muslims	religious words to	Muslims express the	about how celebrating	about who I believe	moral decisions, L and					
	beliefs and practices	describe the practices	idea of revelation as a	with others can make us	tells me the truth about	others, make based on					
	come from teachings of	and experiences of	rope reaching down to	feel we beiong, including	life, comparing my ideas	our values, and what is					
	the Qur'an or from the	Muslim children at a	earth, suggesting what	reference to why Muslims	with answers I think a	meant by keeping to					
	Sumah of the Prophet	madrassah	the image means.	celebrate Laylat-ul Qadr	Muslim might give	the straight and isercew'					
¥6	6a 1 can make links	6b I can use wide	6c 1 can express	6d I can ask about what	6e I can ask a Muslim	6F1 can discuss the					
	between the beliefs and	religious vocabulary to	Muslim beliefs about	It might be like to live as	some good questions	benefits and problems					
	teachings of the Qur'an	describe why only some	Allah in a style which	part of different groups in	about the meaning and	of strong values and					
	or Sunnah and why	Hastims seek to become	respects their choice to	society and explain what	purpose of ille, and	commitments in relation					
	Muslims might make	Hafter and how the study	use words not pictures	I think the challenges are	about what is true, and	to media reports about					
	different choices about	affects both their lives	to express their beliefs	of being a Muslim in	compare their answers	Islam and suggest right					
	how they should live	and the lives of others	on a mosque wall	Britain	with mine and others	responses in school					

Topic specific vocabulary:

Revelation man dables recite man man as a man as	Revelation	Hira	Gabriel	recite	Hafiz	Madrassah
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lectern		Herod		authority	ý	Ма	tthew	Mark		Luke		John		Gos	pel
account	pulpit Revelation		ion	Hira		Gabriel		recite		Hafiz		Мас	Irassah		
Krishna	, , , , , , , , , , , , , , , , , , ,		moksha		Bha	akti	Gita		Janmashtam		proverbs	;	Ser mou	mon on the Int	
Psalms	foolishness wisdom			So	lomon	Passover		Eucharist		Holy Co	mmunion	thar	nksgiving		
Buddha		enlightenme	nt	eightfold	d path	Dh	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	jle	kaa	ba
Ummah		Hajj		Tawhid		Brahman		atman		Namaste	e deiti			Ahiı	nsa
mystery	icon agnostic		>	atheist		trinity		symbol		baptism		pro	ohecy		
resurrection	hall	lelujah	collect	•	euphemisms		Humanist	secularist reas		reason			responsibilitie	S	ceremonies

RE: Upper KS2 – Assessm	ent trackei	r: Year 5 &	6									
Topic: What spiritual pathv	vays to Mo	ksha are v	vritten abo	ut in Hindu	u scripture	s?						
Pupils:												
Targets: AT1 AT2												
Chn can/know/explain/understand												
can make links between some												
key Hindu beliefs about												
different pathways to the												
divine and the texts or other												
sources which teach about												
them.												
can use a wide religious												
vocabulary to compare												
various practices of Hindus												
who choose to belong to Krishna and follow the Bhakti												
pathway.												
can express religious ideas												
about Krishna in a style of art,												
craft or storytelling used by												
Hindus, explaining what I am												
trying to convey.												
can ask about the diverse												
groups people belong to in												
society, as a result of												
heritage, choice or beliefs,												
and assess the challenges of												
joining Hare Krishna												
(ISKCON).												
can compare my own												
analogies for ways of seeing												
life, with those of others,												
including a Hindu idea about												
'life as a roundabout'												
can discuss some of the												
benefits and problems of												
holding strong values and commitments, including												
religious ones, when fighting												
'battles' in life.												
				1	I	l	1	l	l	l		

KS2 Hinduism – What spiritual pathways to Moksha are written about in Hindu scriptures?

	Attainment Targe	t 1 - Learning about re	eligion and belief	Attainment Targe	t 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
¥5	Se I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita	5b I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha	Sc I can show how thindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why	5d I can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna	Se 1 can ask if being really devoted to something gives its meaning and purpose, suggesting my own answers and those a Hindu mg/ht give	SF 1 can ask about moral decisions I and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna
Y6	6a 1 can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them	6b I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Kristma and follow the Bhakti pathway	6c I can express religious ideas about Krishna in a style of art, craft or storytelling used by thindus, explaining what I am trying to convey	6d I can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON)	6e 1 can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 1/fe as a roundabout'	6f I can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life

Topic specific vocabulary:

K	írishna	yoga	moksha	Bhakti	Gita	Janmashtami
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lectern		Herod		authority	/	Ma	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	on	Hira	а	Gabriel	recite			Hafiz		Mac	Irassah
Krishna		yoga		moksha		Bha	akti	Gita Ja		Janmashtam	İ	proverbs	3	Ser mou	mon on the Int
Psalms		foolishness		wisdom		Sol	omon	Passover		Eucharist		Holy Cor	mmunion	thar	nksgiving
Buddha		enlightenmer	nt	eightfold	d path	Dha	arma wheel	four noble truths		meditation		divine		incarnate	
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	gle	kaa	ba
Ummah		Hajj		Tawhid		Bra	ahman	atman		Namaste		deities		Ahir	nsa
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prophecy	
resurrection	hall	elujah	collect	•	euphemisms		Humanist	secularist	rea	ison	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6						
Topic: When Christians ne				look for it?)				
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can explain some of the key									
things Christians say about									
God's Wisdom and about									
wise ways to live and link their									
ideas and beliefs to Bible									
texts.									
can use a wide religious									
vocabulary to produce a mini-									
guide to Jesus' Sermon on									
the Mount explaining how									
acting on his teaching is wise									
even if it is tough.									
can express Christian feelings									
and beliefs in an image or dance based on a Bible									
passage and explain what I am trying to convey									
can ask about the diverse									
groups people belong to in									
society and why Christians									
may be called foolish for									
belonging to groups which									
value religious sources of									
wisdom.									
can compare my ideas about									
whether the purpose of life is									
to become wise or search for									
wisdom, with those of others,									
including a Christian.									
can discuss some of the									
benefits and problems of									
holding strongly to the value									
of wisdom, including the									
wisdom spoken of in the									
Bible, and being committed to									
act wisely.									

KS2 Christianity - When Christians need real wisdom where do they look for it?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Targ	et 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
¥5	Sa I can make links that show how some Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible	5b I can use the right religious words to describe /compare how Christlans celebrate God's Wisdom in the Bible e.g. danse, song, flags, drama	Sc I can show how two parables express Christian beliefs and feelings about wisdom and foolishness in different ways and suggest why	5d I can ask questions about groups we choose to belong to and how we would decide whether belonging to them was wise, and who would inspire us to join	Se I can ask whether the search for wisdom in life is important for humanity and suggest my own anewers and that of a Christian	5f I can ask about moral decisions I, and others, make as a result of particular values and commitments, relating these to Solomon and the two mothers
¥6	6a 1 can explain some of the key things Christians say about God's Wisdom and about vise ways to live and link their ideas and beliefs to Bible texts	6b I can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough	6c I can express Christian feelings and beliefs in an image or dance based on a Bble passage and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom	6e I can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian	6f I can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely

Topic specific vocabulary:

proverbs Sermon on the mount Psalr	s foolishness wisdom	Solomon
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lectern		Herod		authority	/	Ма	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	on	Hira	а	Gabriel		recite		Hafiz		Mad	Irassah
Krishna		yoga		moksha		Bha	akti	Gita		Janmashtami		proverbs	6	Ser mou	non on the Int
Psalms		foolishness		wisdom		Sol	lomon	Passover		Eucharist		Holy Co	mmunion	thar	iksgiving
Buddha		enlightenmer	nt	eightfold	l path	Dh	arma wheel	four noble truths		meditation		divine		incarnate	
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	gle	kaa	ba
Ummah		Hajj		Tawhid		Bra	ahman	atman		Namaste		deities		Ahiı	nsa
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	hecy
resurrection	hall	lelujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6						
Topic: What is the great sig	gnificance	of the Eucl	harist for	Christians	?				
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can explain key reasons why									
Christians believe the									
Eucharist is important to them									
and show how they draw on									
Bible texts or church teaching									
for their ideas.									
can produce a guide to									
Eucharist / Holy Communion									
in two Christian									
denominations, using a wide									
religious vocabulary to									
compare how it is celebrated.									
can create, in a style used by									
a believer, an image of the									
Last Supper which expresses Christian beliefs / feelings and									
explain what it means.									
can ask about challenges of									
being a follower of Christ									
facing difficult situations in life,									
surrounded by diverse groups									
of people with very different									
beliefs.									
can compare my own ideas				1					
about what humans are for in									
our vast universe, with									
answers a Christian like Buzz									
Aldrin might give.									
can discuss some of the						 	 	 	
benefits and problems									
associated with always being									
thankful, including a Biblical									
view.									

KS2 Christianity - What is the great significance of the Eucharist for Christians?

	Attainment Targe	et 1 - Learning about n	eligion and belief	Attainment Targe	et 2 - Learning from re	sligion and belief
	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments
¥5	So I can make links that	Sb I can use the right	Sc I can show how	Sd I can ask questions	Se I can ask whether	SF 1 can ask about how
	show how a Christian's	religious words to	two Last Supper	about groups people	being thankful, or giving	people decide to face
	belief in 'giving thanks	describe what Anglicans	images, express very	belong to as a result of	thanks to God, gives	problems in life and
	to God' in prayer and	do at a Eucharist / Holy	different Christian	who inspires them or who	more meaning to life	suggest what might
	worship follows the	Communion and what	belefs / feelings about	they want to remember,	and suggest my own,	happen if people chose
	Bible's teaching	they might value most	Jesus and suggest why	including Christians	and a Orristian, answer	to play the 'Glad game'
Yő	6a 1 can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible tests or church teaching for their ideas	6b 1 can produce a guide to Exchanist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated	6c T can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means	6d I can ask about challenges of being a follower of Christ facing difficult situations in iffe, surrounded by diverse groups of people with very different beliefs	6e 1 can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give	6f I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view

Topic specific vocabulary:

Passover	Eucharist	Holy Communion	thanksgiving
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lectern		Herod		authority	ý	Ма	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	ion	Hira	а	Gabriel		recite		Hafiz		Mad	Irassah
Krishna		yoga		moksha		Bha	akti	Gita		Janmashtam	İ	proverbs	;	Ser mot	mon on the Int
Psalms		foolishness		wisdom		Sol	omon	Passover		Eucharist		Holy Cor	mmunion	thar	nksgiving
Buddha		enlightenme	nt	eightfold	d path	Dh	arma wheel	four noble truths		meditation		divine		inca	irnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	le	kaa	ba
Ummah		Hajj		Tawhid		Brahman		atman		Namaste	Namaste			Ahimsa	
mystery icon			agnostic	;	ath	eist	trinity		symbol		baptism		pro	ohecy	
resurrection	hall	lelujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	s	ceremonies

RE: Upper KS2 – Assessme										
Topic: How did Buddha tea	ich his foll	owers to fi	nd enlight	enment?	•	 	 		•	
Pupils:										
Targets: AT1 AT2										
Chn can/know/explain/understand										
can explain how religious										
stories of struggles /										
temptations told by Christians										
(or Hindus) and Buddhists										
might influence their										
teachings about life.										
can describe, and compare,										
with examples from										
interviews, how belonging to										
Buddhist groups can involve										
different practices and										
experiences.										
can create artwork, similar to										
a Buddhist piece, based on										
Buddha's enlightenment and										
explain the ideas I want to										
convey.										
can ask questions about why										
people belong to Buddhist communities and the										
challenges of being a										
Buddhist or belonging to a										
Buddhist community in Britain.										
can ask questions about the						 				
meaning and purpose of life										
promoted in a Buddhist school										
and compare this with ideas										
promoted in my own school.										
can discuss some of the										
benefits and problems of										
holding strong values and										
commitments, including ideas										
related to Buddhist										
commitments.										

KS2 Buddhism - How did Buddha teach his followers to find enlightenment?

	Attainment Targe	t 1 - Learning about r	eligion and belief	Attainment Targe	et 2 - Learning from re	ligion and belief
	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitmenta
¥5	Sa I can make links that	5b I can use the right	Sc I can show how	5d I can suggest who I	Se I can ask questions	5f 1 can ask about the
	show Buddhists want to	religious words to	and why a Buddhist	think would be important	about the meaning and	decisions I, and others,
	find enlightenment in	describe different	uses the image of a	to ask about suffering in	purpose of life and	make about whether to
	their own lives because	practices of Buddhigts in	lobus to explain beliefs	life and say why Buddhist	suggest various ideas/	persevere at a hard
	of the example and	search of enlightemment	about growing towards	groups would be inspired	answers including my	task, referring to the
	teaching of Buddha	on the Eightfold Path	enlighterment	to ask what Buddhis said	own and a Buddhist's	story of Buddha
¥6	6a 1 can explain how	6b 1 can describe, and	6c I can create	6d I can ask questions	6e I can ask questions	6f I can discuss some
	religious stories of	compare, with examples	artwork, similar to a	about why people belong	about the meaning and	of the benefits and
	struggles / temptations	from interviews, how	Buddhist piece, based	to Buddhist communities	purpose of life	problems of holding
	told by Christians (or	belonging to Buddhist	on Buddha's	and the challenges of	promoted in a Buddhist	strong values and
	Hindus) and Budchists	groups can involve	enlightenment and	being a Buddhist or	school and compare this	commitments, including
	might influence their	different practices and	explain the ideas I want	belonging to a Buddhist	with ideas promoted in	ideas related to
	teachings about life	experiences	to convey.	community in Britain	my own school	Buddhist commitments

Topic specific vocabulary:

Buddha	enlightenment	eightfold path	Dharma wheel	four noble truths	meditation
Baaana	eninghterinnent	orginalora paur	Brianna wheel		meanaton

lectern		Herod		authority	/	Ma	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	on	Hira	а	Gabriel		recite		Hafiz		Mac	Irassah
Krishna		yoga		moksha		Bha	akti	Gita		Janmashtam		proverbs	;	Seri mot	mon on the Int
Psalms		foolishness		wisdom		Sol	omon	Passover		Eucharist		Holy Cor	mmunion	thar	lksgiving
Buddha		enlightenme	nt	eightfold	l path	Dha	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	le	kaa	ba
Ummah		Hajj		Tawhid		Bra	hman	atman		Namaste		deities		Ahir	nsa
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	ohecy
resurrection	hall	elujah	collect		euphemisms		Humanist	secularist	rea	ison	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6						
Topic: How do Christians				God incarn	ate?				
Pupils:									
Targets: AT1 AT2									
Chn can/know/explain/understand									
can suggest reasons for why									
Christians believe Jesus is									
God's Son and explain how									
they draw on the Bible for									
their ideas.									
can use wide religious									
vocabulary to compare how									
Christians follow Jesus and									
how they respond to the belief									
that Jesus became a human									
like them.							 		
can express a Christian's									
feelings or beliefs about Jesus									
as 'God with us' in a style									
used by believers (art, poetry,									
drama…) and give an									
explanation.									
can ask about different									
denominations Christians									
belong to as a result of									
heritage, belief or choice, and									
outline some of the									
challenges of choosing to									
follow Christ									
can compare my own ideas									
about why humans exist and									
how people should live, with									
others, and suggest answers a Christian like Nick Vujicic									
might give.									
can discuss some benefits							 		
and problems of a strong									
commitment to help the less									
fortunate, and whose									
responsibility this is, inc. a									
Christian viewpoint.									
Chinstian viewpoint.									

KS2 Christianity - How do Christians show their belief that Jesus is God incarnate?

	Attainment Targe	t 1 - Learning about re	eligion and belief	Attainment Targe	t 2 - Learning from re	n religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments		
¥5	Sa I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament	Sb I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God	Sc I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus	5d I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle	Se I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs	Sf I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society		
¥6	6a 1 can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas	6b 1 can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them	6c I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama) and give an explanation	6d I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ	6e 1 can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian like Nick Vujicic might give	6f 1 can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this k, inc. a Christian viewpoint		

Topic specific vocabulary:

	divine	incarnate	Emmanuel	ichthus	hunanity	identity	Anglican	creed	Christingle
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lectern		Herod		authority	/	Ма	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelat	on	Hir	а	Gabriel		recite		Hafiz		Mac	Irassah
Krishna		yoga		moksha		Bha	akti	Gita		Janmashtam	i	proverbs	3	Ser mou	non on the Int
Psalms		foolishness		wisdom		So	lomon	Passover		Eucharist		Holy Co	mmunion	thar	lksgiving
Buddha		enlightenme	nt	eightfold	d path	Dh	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	gle	kaa	ba
Ummah		Hajj		Tawhid		Brahman		atman		Namaste		deities		Ahimsa	
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	hecy
resurrection	hall	elujah	collect	•	euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	s	ceremonies

RE: Upper KS2 – Assessme										
Topic: How does tawhid cre	eate a sens	se of belor	nging to th	e Muslim o	community	?				
Pupils:					-					
Targets: AT1 AT2										
Chn can/know/explain/understand										
can explain some key Muslim										
teachings about Tawheed or										
the one-ness of Allah, linking										
these to similar or different										
beliefs in another faith.										
can use a wide religious										
vocabulary to compare the										
practices of and ways of life of										
a Muslim with the practice of										
another religion										
can express the Muslim belief										
in the one-ness of Allah, using										
a Muslim style e.g. using										
patterns, and explain what I										
am trying to convey.								 		
can ask about the diverse										
groups people belong to in										
British society and give my										
views on the challenges of										
being a Muslim child growing										
up here. can compare my own ideas				-	-					
about the meaning and										
purpose of life, with those of										
others, including a Muslim in										
Ahmed's story.										
can discuss some benefits				1	1			 		
and problems of holding										
strong values and										
commitments, including										
religious ones, and say what										
is positive about Tawhid.										

KS2 Islam - How does tawhid create a sense of belonging to the Muslim community?

	Attainment Targe	t 1 - Learning about re	eligion and belief	Attainment Targe	et 2 - Learning from re	sligion and belief
1	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strend d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
¥5	Sa I can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur'an and is supported by stories of the life of Prophet Muhammad	Sb I can use the right terms to describe the Five Pilars of Islam and how the practice of each pilar makes a Muslim feel they belong to the 'ummah'	Sc I can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.a. prayer direction, prayer words, Kaaba	5d I can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong	Se I can ask questions about a Muslim view of the meaning and purpose of life and suggest my own opinions about life's meaning and purpose	5f I can ask about moral decisions I, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions
Y6	6a 1 can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith	6b I can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion	6c I can express the Muslim belief in the one-ness of Alah, using a Muslim style e.g. using patterns, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here	6e I can compare my own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story	6f I can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid

Topic specific vocabulary:

kaaba Ummah	Hajj	Tawhid
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lectern		Herod		authority	/	Ма	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelati	on	Hira	а	Gabriel		recite		Hafiz		Mac	Irassah
Krishna		yoga		moksha		Bhakti		Gita		Janmashtami		proverbs	;	Ser mou	mon on the Int
Psalms		foolishness		wisdom		Sol	omon	Passover		Eucharist		Holy Cor	mmunion	thar	ksgiving
Buddha		enlightenmer	nt	eightfold	d path	Dh	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity		identity		Anglican		creed		Christing	le	kaa	ba
Ummah		Hajj		Tawhid		Brahman		atman		Namaste		deities		Ahimsa	
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	ohecy
resurrection	hall	elujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	r: Year 5 &	6							
Topic: How do questions a				ence the v	vay a Hind	u lives?				
Pupils:										
Targets: AT1 AT2										
Chn can/know/explain/understand										
can explain some key										
teachings Hindus hold about										
Brahman / Atman linking										
these to religious texts e.g.										
the Upanishads, Hindu										
spiritual teachers or traditional										
stories.										
can use a wide religious										
vocabulary to compare										1
different Hindu views on										
worship e.g. with reference to										
Sanjay's Super Team, and the										
film's creator.										
can attempt to express ideas										
about Brahman in a similar										
style to a metaphorical										
passage from the Bhagavad										
Gita and explain what I am										
trying to convey.										
can ask about the diverse										
groups people belong to in										
society, and about the										
challenge of being a Hindu in										
Britain who believes all things										
are 'pervaded' by Brahman.										
can compare my own ideas										1
about what is really important										1
in life / what I feel ready to										1
stand up for, with those of										1
others, including those of a										1
Hindu. can discuss some of the										
										1
benefits and problems of										1
holding strong values and commitments, including those										1
										1
held by Hindu communities.										L

KS2 Hinduism – How do questions about Brahman and atman influence the way a Hindu lives?

	Attainment Targe	t 1 - Learning about re	sligion and belief	Attainment Targe	Attainment Target 2 - Learning from religio					
1	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) Identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments				
YS	Se I can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig	5b I can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals	Sc I can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why	5d 1 can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul	Se I can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view	5f 1 can ask about moral decisions 1, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate				
Y6	6a 1 can explain some key teachings Hindus hold about Brahman / Abman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories	6b 1 can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjary's Super Team, and the film's creator	6c I can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the thagavad Gita and explain what I am tyring to convey	6d I can ask about the diverse groups people belong to in society, and about the challenge of being a findu in Britain who believes all things are 'pervaded' by Brahman	6e 1 can compare my own ideas about what is really important in life / what 1 feel ready to stand up for, with those of others, including those of a Hindu	6f 1 can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities				

Topic specific vocabulary:

Brahman atman	Namaste	deities	Ahimsa	

lectern		Herod		authority	/	Ma	tthew	Mark		Luke		John		Gos	pel
account		pulpit		Revelation		Hira		Gabriel		recite		Hafiz		Mac	rassah
Krishna		yoga		moksha	moksha		akti	Gita		Janmashtami	i	proverbs	5	Serr mou	non on the Int
Psalms		foolishness		wisdom		Sol	omon	Passover		Eucharist		Holy Co	mmunion	thar	ksgiving
Buddha		enlightenme	nt	eightfold	l path	Dha	arma wheel	four noble truths		meditation		divine		inca	rnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	jle	kaal	ba
Ummah		Hajj		Tawhid		Brahman		atman		Namaste		deities		Ahimsa	
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	hecy
resurrection	hall	elujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	S	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6						
Topic: How do Christians t				od as Trinit	ty?				
Pupils:	,	/	,		ĺ				
Targets: AT1 AT2									
Chn can/know/explain/understand									
can explain some of the									
reasons why Christians									
believe God is Trinity and									
explain how this is based on									
the way they experience God									
as well as hinted at in Biblical									
text.									
can use a wide religious vocabulary to produce a guide									
to Rublev's icon which									
compares how and why some									
Christians might use this icon									
and how it draws them to									
God.									
can capture religious beliefs,									
ideas or feelings about the									
Trinity in a style (e.g. triptych,									
or dance) used by Christians									
and explain what I am trying									
to convey.									
can ask about the diverse									
groups people belong to in									
society, how they make									
choices about what to believe,									
and how easy it is to have faith in a 'mystery' when									
people ask for proof.									
can compare my own ideas						 			
with the Christian idea that									
meaning and purpose of life is									
found in loving relationships,									
as expressed in their belief in									
the Trinity.						 			
can discuss some of the									
benefits and problems of									
holding strong values and									
commitments, considering if									
we ever venerate people a bit									
like religious icons.									

KS2 Christianity - How do Christians try to capture the mystery of God as Trinity?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Targe	t 2 - Learning from re	ligion and belief
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
¥5	Sa I can show that	5b I can use the right	Sc I can show how	5d I can ask questions	Se I can ask big	5f I can ask about how
	some Christian beliefs	religious words to	Oristians express	about groups people	questions about the	I, and others, make
	about how God helps	describe and compare	beliefs and feelings	belong to and understand	mysteries of life and the	moral decisions and
	them in their lives link to	'Trisitarian' practices	about God as Trinity in	that some groups are	universe and consider	how the use of icons
	Bible metaphors about	which may be involved	various ways (pravers,	strongly influenced by	answers Otristians and	has been controvenial
	God and Jesus e.g.	in beionging to different	music, song, 20 / 30	who or what they believe	atheists, might offer	and lied to different
	Rock, Shepherd	Christian groups	art) and suggest why	God is like	about the idea of God	decisions by Christians
Y6	6a 1 can explain some	6b 1 can use a wide	6c 1 can capture	6d I can ask about the	6e 1 can compare my	6f I can discuss some
	of the reasons why	religious vocabulary to	religious beliefs, ideas	diverse groups people	own ideas with the	of the benefits and
	Christians believe God is	produce a guide to	or feelings about the	belong to in society, how	Christian idea that	problems of holding
	Trinity and explain how	Rubley's icon which	Trinity in a style (e.g.	they make choices about	meaning and purpose of	strong values and
	this is based on the way	compares how and why	triptych, or dance)	what to beleve, and how	life is found in loving	commitments,
	they experience God as	some Christians might	used by Christians and	easy it is to have faith in	relationships, as	considering if we ever
	well as hinted at in	use this icon and how it	explain what 1 am	a 'mystery' when people	expressed in their belief	venerate people a bit
	Biblical text	draws them to God	trying to convey	ask for proof	in the Trinity	like religious icons

Topic specific vocabulary:

mystery icon agnostic atheist	trinity	symbol	baptism	prophecy
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lectern		Herod		authority	/	Matthew		Mark		Luke		John		Gos	pel
account		pulpit		Revelation		Hira		Gabriel		recite		Hafiz		Mad	Irassah
Krishna		yoga		moksha		Bhakti		Gita		Janmashtam	i	proverbs	3	Ser mou	mon on the Int
Psalms		foolishness		wisdom		So	lomon	Passover		Eucharist		Holy Co	mmunion	thar	nksgiving
Buddha		enlightenme	nt	eightfold	d path	Dh	arma wheel	four noble truths		meditation		divine		inca	irnate
Emmanuel		ichthus		hunanity	/	ide	ntity	Anglican		creed		Christing	gle	kaa	ba
Ummah		Најј		Tawhid		Brahman		atman		Namaste	aste			Ahimsa	
mystery		icon		agnostic	;	ath	eist	trinity		symbol		baptism		prop	ohecy
resurrection	hall	elujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	es	ceremonies

RE: Upper KS2 – Assessm	ent tracker	: Year 5 &	6								
Topic: Should believing in	the resurre	ection cha	nge how C	hristians v	/iew life an	d death?					
Pupils:											
Targets: AT1 AT2											
Chn can/know/explain/understand											
can explain some Christian											
teaching about resurrection,											
saying why resurrection											
makes a difference to their											
lives and linking their ideas to											
different Bible passages.											
can use a wide religious											
vocabulary to produce a guide											
to Christian funerals that also											
compares practices of											
different Christians.											
can express, in word or											
image, some of the beliefs,											
feelings or ideas a Christian											
has about resurrection and											
explain what I am trying to											
convey											
can ask about the challenges											
of holding a particular											
religious view on death and											
resurrection in a diverse											
society, where people have											
many different ideas. can compare my own ideas											
about the nature of an after-											
life, or whether such a thing											
exists, with those of others											
including religious believers.											
can discuss some of the											
benefits and problems of											
believing everyone has the											
right to live and die well and											
suggest different ideas I think											
people would have.											
			1	1	1			1	1	1	1

KS2 Christianity – Should believing in the resurrection change how Christians view life and death?

	Attainment Targe	t 1 - Learning about n	eligion and belief	Attainment Target 2 - Learning from religion and belief								
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments						
¥5	Se I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible	5b I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they night make a Christian feel	Sc L can compare two very different ways that Christians have created resumection images, suggesting reasons why they are different.	5d I can ask about why people choose to belong to different groups and how Christians try to be witnesses to the resurrection' and inspine others to follow Christ	Se I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own	5f I can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them						
Y6	6a 1 can explain some Onistian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their kless to different Bible passages	I can explain some stan teaching about mection, saying why mection makes a renice to their lives linking their lives linking their lives		6d I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas	6e I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers	64 I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas think people would hav						

Topic specific vocabulary:

resurrection	hallelujah	collect	euphemisms

lectern		Herod		authority		Matthew		Mark		Luke		John		Gospel		
account pulpi		pulpit		Revelation		Hira		Gabriel		recite		Hafiz		Madrassah		
Krishna		yoga		moksha		Bhakti		Gita		Janmashtami		proverbs		Sermon on the mount		
Psalms		foolishness		wisdom		Solomon Passover		Passover	Eucharist		Holy Communion		thanksgiving			
Buddha		enlightenment		eightfold path		Dharma wheel		four noble truths		meditation		divine		inca	rnate	
Emmanuel		ichthus		hunanity		identity		Anglican		creed		Christingle		kaaba		
Ummah		Hajj		Tawhid		Brahman		atman		Namaste		deities	leities		Ahimsa	
mystery		icon		agnostic		atheist		trinity		symbol		baptism		prop	hecy	
resurrection	hal	lelujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	ceremonies		

RE: Upper KS2 – Assessment tracker: Year 5 & 6													
Topic: Why do Humanists	say happin	ess is the	goal of life	e?									
Pupils:													
Targets: AT1 AT2													
Chn can/know/explain/understand													
can explain some key beliefs													
and ideas promoted by local													
Humanists, or by the British													
Humanist Association, about													
God and about how to live.													
can use a wide vocabulary to													
compare the practices and													
ways of life some Humanists													
believe are important and													
why.													
can express atheist or													
agnostic beliefs, ideas or													
feelings in similar ways to													
Humanists e.g. on posters or													
badges, and explain what I													
am trying to convey.													
can ask about the diverse groups people belong to in													
society, including non-													
religious groups, and discuss													
how and why Humanists													
challenge religious groups.													
can compare my own ideas													
about the meaning and													
purpose of life, or about what													
is true, with others, including													
those of a practising													
Humanist.													
can discuss some of the													
benefits and problems of													
holding strong values and													
commitments in life, including													
those of a Humanist nature.													

KS2 Humanism – Why do Humanists say happiness is the goal of life?

	Attainment Targe	et 1 - Learning about r	eligion and belief	Attainment Target 2 - Learning from religion and belief								
1	Strand a) beliefs,	Strand b) practices	Strand c) forms of	Strand d) identity and	Strand e) meaning,	Strand f) values and						
	teachings and sources	and ways of life	expression	belonging	purpose and truth	commitments						
¥5	Se I can make links	5b I can use the right	Sc I can show how	5d I can ask questions	Se I can ask guestions	Sf 1 can ask about						
	between humanist	terms to describe some	some Humanists	about why some people	about what the	moral decisions 1 and						
	beliefs and the sources	practices / experiences	express their secular	choose to betong to a	meaning and purpose of	others make, as a result						
	from which they draw	involved at a humanist	beliefs in different	humanist group,	life is for a human being	of our values and say						
	ther ideas, or which	naming, wedding or	ways, e.g. in stogans,	including a reference to	and suggest my own	what might happen if						
	they use to promote	funeral, and how they	bus advertising, and	people who may have	idea and a humanist	we made happiness the						
	their views of life	might affect people	suggest why	inspired them to do so	one	goal for everyone						
Y6	5a I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live	6b I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why	6c I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or bidges, and explain what I am trying to convey	6d 3 can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why humanists challenge religious groups	5e I can compare my own ideas about the meaning and purpose of ite, or about what is true, with others, including those of a gractising Humanist	6f I can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature						

Topic specific vocabulary:

Humanist secularist reason rights responsibilities ceremo	onies

lectern		Herod		authority		Matthew		Mark		Luke		John		Gospel		
account		pulpit		Revelation		Hira		Gabriel		recite		Hafiz		Madrassah		
Krishna		yoga		moksha		Bhakti		Gita Janmash		Janmashtam	anmashtami pro		proverbs		Sermon on the mount	
Psalms		foolishness		wisdom		Solomon		Passover		Eucharist		Holy Communion		thanksgiving		
Buddha		enlightenment		eightfold path		Dharma wheel		four noble truths		meditation		divine		incarnate		
Emmanuel		ichthus		hunanity		identity		Anglican		creed		Christingle		kaaba		
Ummah		Hajj		Tawhid		Brahman		atman		Namaste	deities		deities		Ahimsa	
mystery		icon		agnostic		atheist		trinity		symbol		baptism	tism		prophecy	
resurrection	hall	lelujah	collect		euphemisms		Humanist	secularist	rea	son	rights		responsibilitie	ies ceremonies		