

Assessment statements for RE

Year 3 assessment outcomes:

L2.1 Creation Story	L2.10 Jewish festivals and families	L2.2 People of God	L2.9 Muslim festivals and worship	L2.4 What kind of world did Jesus want	L2.12 Make the world better
making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs
<ul style="list-style-type: none"> • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	<ul style="list-style-type: none"> • Identify the 'Gospels' as the books which tell the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Find out about what Jesus' actions towards outcasts mean for a Christian 	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place
Making connections	Making connections	Making connections	Making connections	Making connections	Making connections
<ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth) • Describe how and why Christians might 	<ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and ways in which Muslims worship (e.g. 	<ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christians try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Identify some differences in how people put their beliefs into action

pray to God, say sorry and ask for forgiveness.			in prayer and fasting, as a family and as a community, at home and in the mosque)		
Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact
Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> • Raise questions and suggest answers about the value of self-control to Muslims, and whether there are benefits for people who are not Muslims 	<ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied.</p>

Year 4 assessment outcomes:

L2.3 The Trinity	L2.7 Hindus and God	L2.8 Hindus in Britain	L2.5 Easter (Good Friday)	L2.6 Pentecost (the Holy Spirit)	L2.11 Stages of life
making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs
<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. <ul style="list-style-type: none"> Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g., Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
Making connections	Making connections	Making connections	Making connections	Making connections	Making connections
Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact
Make links between some Bible texts studied	<ul style="list-style-type: none"> Raise questions and suggest answers about 	Raise questions and suggest answers about what is good	Raise thoughtful questions and suggest some answers	Make links between ideas about the Kingdom of God	<ul style="list-style-type: none"> Raise questions and suggest answers about

<p>and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p>	<p>whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<p>about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</p>	<p>about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>in the Bible and what people believe about following God today, giving good reasons for their ideas</p>	<p>whether it is good for everyone to see life as journey, and to mark the milestones.</p> <ul style="list-style-type: none"> • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today
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Year 5 assessment outcomes:

U2.8 Muslims in Britain	U2.3 Jesus as the Messiah (Christmas)	U2.1 God as holy and loving	U2.9 Judaism (the Torah)	U2.4 Christians and how to live	U2.10 What matters most to Humanists and Christians?
making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs	making sense of beliefs
<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
Making connections	Making connections	Making connections	Making connections	Making connections	Making connections
<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) 	<p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p>	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact	Understanding the impact
<ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views 	<p>Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p>	<ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish 	<ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. • Articulate their own responses to the issues studied, recognising different points of view 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

<ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view 	<ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views 	<ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning 	<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Articulate their own responses to the idea of sacrifice, recognising different points of view 	<ul style="list-style-type: none"> • Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. • Articulate their own responses to the idea of the importance of love and service in the world today 	<ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own
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