

ASSESSING

Nursery (RE is not compulsory in Nursery)

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Notice differences between people</p> <p>Develop positive attitudes about the differences between people</p>	<p>Notice differences between people</p> <p>Develop positive attitudes about the differences between people</p>	<p>Notice differences between people</p> <p>Develop positive attitudes about the differences between people</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Show interest in different occupations.</p>	<p>Begin to make sense of their own life-story and family's history.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Nursery pupils should know:</p> <p>F1. Know which people are special to me and why. · F3. Know which items and places are special to me and why. · F5. Know where I belong (in my school, in my community and in the world)</p>	<p>By the end of Nursery pupils should be able to:</p> <p>Recall the names of the people who are special to them. (E.g. Family members) Recall the names of some items and places that are special to them (E.g. my house) Recall the name of some people's occupations that help in the community (E.g. police, post officers, firefighters, doctors)</p>

Reception

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
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<p>Share occasions when others have made them feel special</p> <p>Retell the story of Jesus blessing the children, making connections with personal experiences</p> <p>Share and record occasions when they belong to a group</p> <p>Recall simply what happens at a traditional Christian infant baptism</p> <p>Recall simply what happens when a baby is welcomed into the Muslim tradition</p> <p>Share occasions when things have happened in their lives that made them feel special</p>	<p>Give examples of special occasions that they and others have experienced and suggest features of a good celebration.</p> <p>Say why Sukkot is a special time for Jewish people.</p> <p>Say why Diwali is a special time for Hindus.</p> <p>Recall a simple story connected with Diwali.</p> <p>Say why Christmas is a special time for Christians.</p> <p>Recall a simple story connected with Christmas.</p> <p>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p> <p>Recall simple stories connected with festivals.</p> <p>Say why festivals are special times for members of faith communities.</p>	<p>Talk about the Calming of the Storm, David and Goliath, the first revelation of the Qur'an.</p> <p>Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad.</p> <p>Identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an.</p> <p>Identify and name the Bible and at least one other sacred text.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it</p>	<p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Recall and talk about stories of Jesus as a friend to others.</p>	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Reception pupils should know:</p> <ul style="list-style-type: none"> -The name of the holy books of different faiths and the purpose of them. -The name of people and the stories that are special for religious people and the reason why they are important to them. -The name and the significance of special places and buildings for religious believers. -The name of special times and festivals for religious people and the reason why these times are important to them. -The name of religious and non-religious groups in their community. -Ideas about how special the world is to people. 	<p>By the end of Reception pupils should be able to:</p> <p>F1.Talk about the Bible being the Christians' holy book and the Qur'an being the Muslim holy book which helps them to understand more about God, and how people and the world work.</p> <p>F2. Know which people and stories are special to religious people and why. F3.Exploring a range of special places and finding out about some buildings that are special for religious believers. F4. Know which places and times are special to religious people and why. F5. Talk about members of their immediate family and community. F6. Know what is special about our world and why.</p>

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YEAR 1 CHECKPOINTS

Aut 1 Christians, Muslims, Hindus and Jewish people	Aut 2 Christians	Spr 1 Christians, Muslims and Jewish people	Spr 2 Christians and Muslims	Sum 1 Christians and Jewish people	Sum 2 Muslims
<p>Knowledge Know how people practise their religion Know the name of the world's major religions: Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism. Know some religious symbols E.g. Cross (Christians), Menorah (Jewish People) and the Star and Crescent (Muslims). Know the name of holy texts and the religion they belong to.</p>	<p>Knowledge Know that Christians believe in God and follow the example of Jesus(A1). Know some Christian symbols and images used to express ideas about God (A3). Skills Ask questions about believing in God and offer some ideas of their own (C1).</p>	<p>Knowledge Know some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Skills Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Make links between the messages within sacred texts and the way people live (A2).</p>	<p>Knowledge Know that there are special places where people go to worship, and what people do there (A1). Know special objects and symbols found in a place where people worship, what they mean and how they are used (A3). Know that some people regularly worship God in different ways and in different places (B3). Skills Ask questions during a school visit/visitors coming in about what happens in a church or mosque (B1).</p>	<p>Knowledge Know symbols of belonging for Christians (A3). Know what happens at a traditional Christian infant baptism/dedication and what the actions and symbols mean (A1) Know two ways people show they belong to each other when they get married (A1). Skills Discuss what is special and of value about belonging to a group that is important to them (B2) Respond to examples of cooperation between different people (C2).</p>	<p>Knowledge Know symbols of belonging for Muslims (A3) Know what happens at a Muslim baby welcoming ceremony and what the actions and symbols mean (A1). Know two ways people show they belong to each other when they get married (A1). Muslims weddings. Skills Identify some similarities and differences between the ceremonies studied (B3). Respond to examples of cooperation between different people (C2).</p>

ENDPOINTS	
Knowledge	Skills

<p>Believing To know: A1. The names of different beliefs and practices. The characteristics of different festivals, ways of worship, rituals and ways of life.</p> <p>Expressing To know: B1. The meaning of belonging to a Religious community and the practices of those who belong to one.</p> <p>Living To know: C1. Beliefs can be represented in different forms; through words, music, art or poetry.</p>	<p>Believing To be able to: A1. Recall the name of different beliefs and practices and find out the meaning behind different festivals, rituals and ways of life.</p> <p>Expressing To be able to: B1. Ask and respond to questions about what individuals and communities do, and why, so they can identify what difference belonging to a community might make.</p> <p>Living To be able to: C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>
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YEAR 2 CHECKPOINTS

Aut 1 Christians, Muslims, Hindus and Jewish people	Aut 2 Christians, Muslims and Jewish people	Spr 1 Muslims	Spr 2 Personal Focus	Sum 1 Jewish people	Sum 2 Jewish people
<p>Knowledge Know the name of some religious communities: Christians, Muslims, Hindus and Jewish people and some of their beliefs. Know the names of the places of worship and holy books for Christians, Muslims and Jewish people.</p>	<p>Knowledge Know ways in which Jesus was a special person who Christians believe is the Son of God (A2). Know some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and Eid-ul-Fitr (A3). Know some ways Christians celebrate Christmas /Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (Hanukkah-Jewish people and Eid-ul-Fitr-Muslims) (A1). Skills Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Hanukkah-Jewish people and Eid-ul-Fitr-Muslims) (B1).</p>	<p>Knowledge Know the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). Know that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). Know some objects used by Muslims and suggest why they are important (A2). Skills Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	<p>Knowledge Know how religions teach that people are valuable, giving simple examples (B1). Know ways that some people make a response to God by caring for others and the world (B1). Know some texts from different religions that promote the 'Golden Rule', Skills Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Knowledge Know objects in a synagogue and say how they are used and what they mean to believers. Skills Ask appropriate and respectful questions of Believers. Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>Knowledge Know some ways that Jewish people remember God (A3). Know objects that might be used specifically in a Jewish household. (A3) Know that Shabbat is a special day of the week for Jewish people (B1) Skills Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>

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ENDPOINTS	
Knowledge	Skills
<p>Believing To know: A3. Different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Expressing To know: B2. Different ways of expressing identity and belonging.</p> <p>Living To know: C2. Examples of cooperation between people who are different.</p>	<p>Believing To be able to: A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Expressing To be able to: B2. Respond sensitively to ways of expressing identity and belonging. B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Living To be able to: C2. Find out about and respond with ideas to examples of cooperation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

YEAR 3 CHECKPOINTS

Aut 1 Christians and Muslims focus	Aut 2 Christians and Muslims focus	Spr 1 Christians and Muslims focus	Spr 2 Christians and Muslims focus	Sum 1 Christians and Muslims focus	Sum 2 Christians focus
<p>Knowledge Know beliefs about God that are held by Christians and Muslims (B1). Know some of the ways in which Christians and Muslims describe God (A1).</p> <p>Skills Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2).</p>	<p>Knowledge Know differences between Easter and Eid ul Fitr or non-religious celebrations. Know the stories behind Easter and Eid ul Fitr. Know links between the symbols used by churches and Christians in holy week and the celebration of Easter.</p> <p>Skills Make links between things that are important in our community and celebrations that are held or</p>	<p>Knowledge Know at least two ways Christians/Muslims use the Bible/Quran in everyday life (B1). Know what Christians and Muslims believe makes their book sacred or holy. Know how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'</p> <p>Skills Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are</p>	<p>Knowledge Know how Christians celebrate Holy Week and Easter Sunday (A1). Know the most important parts of Easter for Christians and say why they are important (B1). (A2).</p> <p>Skills Ask questions raised by the stories and life of Jesus/Muhammad and followers today, and give examples of how Christians/Muslims are inspired by</p>	<p>Knowledge Know what some believers say and do when they pray (A1). Know the practice of prayer in the religions studied (A2) Know the connections of what people believe about prayer and what they do when they pray (A3). Know similarities and differences between how people pray (B3).</p> <p>Skills Respond thoughtfully to examples of how praying helps religious believers (B2).</p>	<p>Knowledge Know what Christians have and do in their families and at church to show their faith (A3). Know what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Know similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>Skills</p>

	could be held.	wronged. Discuss some things that Christians/Muslims find helpful about reading their Bible/Quran.	Jesus/Muhammad (B1). Make connections between some of Jesus' /Muhammad's teachings and the way Christians/Muslims live today (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian/Muslims values (C2).		Ask questions about what Christians do to show their faith (B1).
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ENDPOINTS	
Knowledge	Skills
<p>Believing To Know: A1. The main characteristics of the religions and worldviews that they have studied regarding rituals, celebrations, worship and pilgrimages which mark important points in life.</p> <p>Expressing To know: B1. The meaning and significance of the religions and worldviews that they have studied to individuals and communities.</p> <p>Living To know: C1. The meaning of belonging, purpose and truth of the religions and worldviews that they have studied to be able to formulate and answer challenging questions about it.</p>	<p>Believing To be able to: A1. Describe and make connections between different features of the religions and worldviews they study: celebrations, worship, pilgrimages and rituals and reflect on their significance.</p> <p>Expressing To be able to: B1. Observe and understand varied examples of religious and worldviews studied so they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Living To be able to: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.)reasoning, music, art and poetry.</p>

YEAR 4 CHECKPOINTS

Aut 1 Hindus and Jewish people focus	Aut 2 Jewish people focus	Spr 1 Religious and non-religious	Spr 2 Hindus and Jewish people focus	Sum 1 Hindus and Jewish people focus	Sum 2 Hindus focus
<p>Knowledge Know beliefs about God that are held by Hindus and Jewish people(B1). Know some of the ways in which Hindus and Jewish people describe God (A1).</p> <p>Skills Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Knowledge Know and name examples of what Jewish people have and do in their families to show their faith (A3). Know some stories behind festivals e.g. Yom Kippur, Pesach (A2). Know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</p> <p>Skills Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).</p>	<p>Knowledge Know at least two teachings from religions about how to live a good life (C3). Know ways in which some inspirational people have been guided by their religion (B1). Know similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Skills Share ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	<p>Knowledge know that Moses was a prophet of Judaism and a teacher. know that God delivered the Ten Commandments to Moses. Know that the escape of the Jews from Egypt is remembered by Jews every year in the Festival of Passover (B1)</p> <p>Know that Ramakrishna was an Indian Hindu mystic and spiritual leader.</p> <p>Skills Ask questions raised by the stories and life of Moses/and followers today, and give examples of how Jewish/Hindus are inspired by Moses/ Sri Ramakrishna(B1).</p> <p>Make connections between some of Moses' s teachings and the way Jewish/Hindus live today (A1).</p>	<p>Knowledge Know some ways some Hindus pray and worship, including using the Gayatri Mantra (A2). Know similarities and differences between how Jewish people and Hindus pray (B3).</p> <p>Skills Respond thoughtfully to examples of how praying helps religious believers Consider and evaluate the significance of prayer in the lives of people today (A1).</p>	<p>Knowledge Know examples of what Hindus have and do in their families and at mandir to show their faith (A3). Know ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Skills Ask good questions about what Hindus do to show their faith (B1). Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p>

ENDPOINTS	
Knowledge	Skills
<p>Believing To know:</p>	<p>Believing To be able to:</p>

<p>A2. Teachings, sources of wisdom and beliefs that arise from different communities (Hindus and Jews).</p> <p>Expressing To know: B2. The main features of the religions and worldviews that they have studied regarding rituals, celebrations, worship and pilgrimages which mark important points in life.</p> <p>Living To know: C2. What belongs to a community, purpose and truth mean to Hindus and Jews.</p>	<p>A2. Describe and understand the links between stories and other aspects of the communities they are investigating.</p> <p>Expressing To be able to: B2. Understand the challenges of commitment to a community of faith or belief.</p> <p>Living To be able to: C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p>
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YEAR 5 CHECKPOINTS

<p>Aut 1 Christians and non-religious people</p>	<p>Aut 2 Christians</p>	<p>Spr 1 Christians, Muslims, Hindus, Jewish and non-religious people</p>	<p>Spr 2 Hindus and Jewish people</p>	<p>Sum 1 Christians, Hindus and Jewish people</p>	<p>Sum 2 Muslims</p>
<p>Knowledge Know terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>Skills Express thoughtful ideas about the impact of believing or not believing in God on someone's life and why people believe in God or not. (B1). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>Knowledge Know and outline Jesus' teaching on how his followers should live (A2)</p> <p>Skills Make connections between some of Jesus' teachings and the way Christians live today (A1). Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p>	<p>Knowledge Know simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Know Christian, Hindu, Muslims and/or nonreligious beliefs about life after death (A1).</p> <p>Skills Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Explain some similarities and differences between beliefs about life after death (B2). Explain what difference belief in judgement /heaven/karma /reincarnation might make to how someone lives, giving examples (B1).</p>	<p>Knowledge Know some key features and functions of places of worship studied (A1).</p> <p>Skills Select and describe the most important functions of a place of worship for the community (B3). Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Knowledge Know some of the ways religions mark milestones of Commitment (including marriage) (A1). Know what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Know at least two promises made by believers at these ceremonies and say why they are important (B1).</p> <p>Skills Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Knowledge Know the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Know reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>Skills Connect the key functions of the mosque and the beliefs of Muslims (A1). Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>

<p>ENDPOINTS</p>	
<p>Knowledge</p>	<p>Skills</p>

<p>Believing To know: A2. Teachings, sources of wisdom and beliefs that arise from different communities (Christians, Muslims and non-religious people).</p> <p>Expressing To know: B2. The main features of the religions and worldviews that they have studied regarding rituals, celebrations, worship and pilgrimages which mark important points in life.</p> <p>Living To Know: C2. What belongs to a community, purpose and truth mean to Christians, Muslims and non-religious people.</p>	<p>Believing To be able to: A2. Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Expressing To be able to: B2. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Living To be able to: C2. Respond thoughtfully to ideas about community, values and respect.</p>
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YEAR 6 CHECKPOINTS

<p>Aut 1 Christians, Muslims and non-religious people</p>	<p>Aut 2 Christians and Muslims</p>	<p>Spr 1 Christians, Muslims and non-religious people</p>	<p>Spr 2 Christians, Hindus, Muslims and Jewish people</p>	<p>Sum 1 Christians and non religious-people</p>	<p>Sum 2 Christians, Hindus and Muslims</p>
<p>Knowledge Know how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1).</p> <p>Skills Respond sensitively to religious engagements with racism with ideas of their own (B2). Describe examples of connections between anti-racism and religion (A1). Understand the challenges racism presents to human communities and consider different religious responses (B2).</p>	<p>Knowledge Know some key features of places of worship studied (A1).</p> <p>Skills Present ideas about the importance of people in a place of worship, rather than the place itself (C1) Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>Knowledge Know about religious teachings, charities and ways of expressing generosity (C3).</p> <p>Skills Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Outline how and why some Humanists criticise spending on religious buildings or art (A3). Show understanding of the value of sacred buildings and art (B3).</p>	<p>Knowledge Know key environmental problems and some key religious teachings about the Earth (A1). Know two examples of religious projects seeking to have an environmental impact (C3). Know similarities and differences between religious beliefs about the Earth (A1).</p> <p>Skills Make connections between beliefs about the earth and activist behaviour in different religions (A1). Consider and evaluate the contributions religions can make to environmental protection (B3).</p>	<p>Knowledge Know Christian and Humanist values simply (B3). Know similarities and differences between Christian and Humanist values (B3).</p> <p>Skills Identify the values found in stories and texts (A2). Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Knowledge Know what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Skills Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>

ENDPOINTS

Knowledge	Skills
<p>Believing To know: A3. beliefs about life, death, suffering and what matters the most in different religions and non-religious views.</p> <p>Expressing To know: B3. similarities and differences between beliefs and behaviour in different faiths.</p> <p>Living To know: C3. different ways of life and ways of expressing meaning.</p>	<p>Believing To be able to: - A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Expressing To be able to: - B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Living To be able to: C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>