

Religious Education Assessment Statements
Expected standard Year 1

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can retell a religious (eg Christian, Hindu etc) story and talk about it.		
I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
I can explain that the creation story comes from the Old Testament in the Bible.		
Why is each person important in the Nativity story?		
I can retell the Nativity story and explain its message.		
I can explain why each person is important in the Nativity story.		
What is it like to live as a Jewish person?		
I can explain what the Torah is and how it is used by the Jewish people.		
I can explain what happens during Shabbat including the meal.		
I can explain the role the synagogue plays in the life of a Jewish family.		
Why is Easter the most important festival for Christians?		
I can explain what happened on: • Palm Sunday - Jesus' entry into Jerusalem • Maundy Thursday – The events of the Last Supper • Good Friday – Jesus' death and the build up to this • Easter Sunday – Jesus' Resurrection		
What does it mean to be a Muslim?		
I can explain that Muslims believe that there is One God, and that the prophet Muhammed (pbhuh) is his messenger.		
I can explain that the Qur'an is the holy book for Muslims		
I can explain that many Muslims pray 5 times a day, often use a prayer mat and face towards the Ka'bah in Makkah when they pray.		
Why did Jesus tell stories?		
I can retell some parables eg. The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements
Expected standard Year 2

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I can recognise that stories used by religions and worldviews contain beliefs.		
Philosophy (Thinking)		
I can ask questions about the different faith communities around me		
Human/Social Sciences (Living)		
I can recall and name different beliefs and practices.		
I can explain that there are different symbols and practices used by people of different religions and worldviews		
Substantive knowledge		
What responsibility has God given people about taking care of the world?		
I can retell the Christian creation story		
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Religious Education Assessment Statements
Expected standard Year 3

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can describe what a believer might learn from a religious story/sacred text.		
I can identify some links between beliefs being studied within a religion or worldview.		
Philosophy (Thinking)		
I can link things that are important to me and other people with the way they think and behave.		
Human/Social Sciences (Living)		
I can describe and begin to make links between some of the things that are the same and different for religious people.		
I can use religious vocabulary to describe some of the different ways people live and express their belief or worldview.		
Substantive knowledge		
What is the Bible's big story?		
I can remember and explain the big story of the Bible.		
I can remember and explain the core concepts of the Bible.		
I can explain how the Bible influences the lives of Christians today.		
How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?		
I can remember and explain the meaning of the core concept: Incarnation		
I can remember and explain what the prophecies were.		
I can remember and explain who John the Baptist is and what his message was.		
I can explain the meaning of Epiphany and the significance of the wisemen to the Christmas story.		
I can explain how the Christian community prepares for Christmas.		
What does it mean to be Jewish?		
I can explain what a promise/covenant is.		
I can explain the significance of the Shema (Affirmation of the Jewish faith); the passover; the seder meal and the ten commandments to Jewish people		
Who is the most important person in the Easter story?		
I can explain the meaning of the core concept: Salvation		
I can explain the role Judas, Peter, the women and Mary Magdalene play in the Easter story.		
I can explain who might be viewed as the most important person in the Gospel accounts of Holy week and why.		
What did the Buddha teach his followers about life?		
I can explain the story of Prince Siddhartha and how he became the Buddha.		
I know and remember that for a Buddhist the way to end suffering is to follow the four noble truths.		
I know and remember that for a Buddhist nothing is permanent, and things are always changing.		
I can explain that for a Buddhist kindness and compassion are central to the belief.		
Who is Jesus?		
I can explain the core concepts: Incarnation and Gospel.		
I know and remember the 'I am' statements and their meaning to Christians.		
I can explain how the statements may be relevant and applied to my own life.		

February assessment point **On track to** _____

July assessment point _____

Religious Education Assessment Statements
Expected standard Year 4

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can make links between the beliefs/ teachings of the different religions I've studied.		
I can show how beliefs influence believers' lives.		
Philosophy (Thinking)		
I can give reasons for my own and others' ideas to a given question and support my viewpoint with facts and evidence.		
I can ask questions about the moral decisions I make and know that others may make different decisions leading to a difference consequence.		
Human/Social Sciences (Living)		
I can use the correct religious vocabulary to describe and compare religious practices and lived experiences across faiths.		
I can express my own thoughts about belief, ways of living and expressing.		
Substantive knowledge		
How did belief in God affect the actions of people in the Old Testament?		
I can explain the core concept: People of God.		
I know and remember the following stories - Abra(ha)m, Moses, Ruth.		
I can explain how each person's belief in God affected their actions.		
Is the Christmas message of peace still relevant for today's world?		
I can explain the meaning of the core concept: Incarnation		
I can explain the meaning of internal and external peace.		
I can explain what the Bible says about Jesus' message of peace.		
How do Hindus worship?		
I know Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman.		
I know that many Hindus start their prayers with the Aum sound which was the first sound that began the creation of the universe.		
I can explain that many Hindus worship at a shrine in the home and at the mandir.		
What is Holy Communion and how does it build a Christian Community?		
I can explain the meaning of the core concept: Salvation		
I can explain how Holy Communion links to the Last Supper and Jesus' commandment – do this in remembrance of me.		
I can explain why the church celebrates Holy Communion and the meaning behind the liturgy.		
I can explain how celebrating Holy Communion might help build the Christian community today.		
What does it mean to live as a Hindu?		
I know and understand how belief in karma and dharma might affect a Hindu's actions.		
I can explain Hindu practices associated with birth and childhood, particularly the Upanayana.		
I can explain how belief in ahimsa may cause/ lead some Hindus to be vegetarian and care for the world.		
I can explain what Hindus believe about death, reincarnation and moksha.		
Why is liturgy important to many Christians?		
I can explain how important each of the different elements of the liturgy are when compared to one another and what the relationship between them.		

I can explain the role of liturgy for Christians in building their relationships with God, with each other and with themselves.		
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February assessment point On track to _____

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Religious Education Assessment Statements
Expected standard Year 5

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can suggest reasons for the similar and different beliefs which people hold.		
I can describe how different sources of authority are used to help shape belief, actions and views.		
Philosophy (Thinking)		
I can begin to consider and apply ideas about ways in which diverse communities can live well together.		
I can express and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion.		
Human/Social Sciences (Living)		
I can begin to explain the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the similarities and differences found within and between religions.)		
Substantive knowledge		
What do the miracles tell us about Jesus?		
I can explain the core concept: Incarnation.		
I know and remember the following miracles: Jesus turning water into wine at the wedding of Cana in Galilee, the feeding of the 5000, the woman who touched Jesus' garment, the miracle of the raising of Lazarus.		
I can explain how the miracles of Jesus signpost us to who Jesus is – both human and divine – incarnation.		
How do art and music convey Christmas?		
I can explain the meaning of the core concept: Incarnation		
I can explain what makes a piece of art sacred.		
I can explain the influence carols have on conveying the central beliefs of Christmas to the world.		
How did the first five Sikh Gurus shape Sikhism? + How do the final five human Sikh Gurus shape Sikhism?		
I can explain how Sikhism developed with each Guru.		
I can explain what Sikh practices today are influenced by the teachings of the Gurus.		
I can explain the importance of equality in Sikhism.		
What happens in churches during Lent, Holy Week and Easter Sunday?		
I can explain the meaning of the core concept: Salvation		
I can explain the church rituals linked with Ash Wednesday and the services during Holy week.		
I can explain the meaning of the ritual for the believer.		
How do Muslims live and embrace their faith in a diverse world?		
I can explain significance and importance of the Shahadah to a Muslim's life.		
I can explain importance of zakat for Muslims and the impact it has on an individual's way of thinking.		
I can explain how a Muslim expresses and embraces their faith will be different for each individual as there is diversity within Islam		

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Religious Education Assessment Statements
Expected standard Year 6

Name:

Statements of assessment	February	July
Disciplinary knowledge		
Theology (Believing)		
I can explain why believers hold key beliefs, and why they use worship and rituals to mark important events in life.		
Philosophy (Thinking)		
I can consider the challenges of belonging to a religion today.		
I can explain my view of how people express their ideas about the meaning and purpose of life, giving examples.		
I can explain how beliefs and teachings influence what people think about ethical/ moral questions.		
Human/Social Sciences (Living)		
I can begin to explain the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the similarities and differences found within and between religions.)		
Substantive knowledge		
What might the journey of life and death look like from a Christian perspective?		
I can explain what a rite of passage is within the Christian Faith.		
I can explain the meaning of baptism and confirmation as sacraments of initiation.		
I can explain what marriage means for a believer.		
I can explain how the sacraments are significant to a believer's life.		
I can explain what Christians believe happens after death.		
How would Christians advertise Christmas to show what Christmas means today?		
I can explain the meaning of the core concept: Incarnation		
I can explain the difference between the secular and religious views of Christmas.		
I know the different emphases, the Gospels give to the Nativity narrative and the reasons why.		
I can explain some of the reasons why churches advertise Christmas.		
What does it mean to be a Buddhist?		
I can explain what Buddhism teaches about suffering.		
I can explain the role the noble eight-fold path plays in helping a Buddhist live their life well and to end suffering.		
I can explain what samsara is and how a Buddhist understands karma as a way of breaking free from samsara.		
I can explain what being part of the sangha means for a practising Buddhist.		
How does the Christian festival of Easter offer hope?		
I can explain what forgiveness, salvation and hope mean from a Christian perspective.		
I know the parable of the prodigal son and can explain the key concepts within it: Forgiveness, jealousy, repentance, redemption		
I know story of Zacchaeus and the paralysed man and can explain the key concepts within it: repentance and forgiveness.		
I know and remember the stations of the cross and can explain how they link to the concepts of forgiveness, salvation and hope.		
I can explain how the resurrection narratives help to understand what Christian hope is.		
How has the Christian message survived for over 2000 years?		
I know and remember the account of Pentecost found in Acts and its impact.		
I can explain the key concepts found within the Apostles' Creed and its significance.		

I can explain how Christians use the Bible and reasons why translating it into different languages is important.		
I know about world and local mission and the reasons why Christians are motivated to share the Christian message.		

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