

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity – Asking difficult questions What do Christians believe about God? What do I believe?

In this unit children learn about Christian beliefs about God by listening to Bible stories that suggest what God might be like, e.g. God as creator, loving Father. They reflect upon the wonder and beauty of the world and the Christian belief that the world was created a beautiful and good place. They have the opportunity to ask questions about aspects of creation that they find interesting, puzzling or amazing.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study What might God be like? | Learning from Religion | Programme of Study What might God be like? |
|--|---|--|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name and recall elements of stories, songs, poems, prayers, pictures. | Children can recognize that God is important to Christians and recall elements of stories which talk about God. | I can talk about an idea and give an example. I can talk about experiences and feelings | Children can respond to questions and ideas that they find amazing, puzzling or interesting – in relation to God and the natural world. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children know some of the special names and attributes of God e.g. Father, Creator. Children understand why the Creation story is important to Christians. Children know how the creation story helps Christians understand what God is like. | I can ask questions. I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can talk about their views/ ideas about God. Children can recognize qualities and characteristics that are important to themselves and others (e.g. by talking about attributes of God) and how these can be mirrored by human beings (e.g. human beings can also be creative, caring, loving and gentle). |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Christians understand what God is like. | I can ask important questions about beliefs and make links between my own and others' response. | Children can raise their own questions about the nature of God. They can respond to the ideas of others. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 - Christianity – Special People- Jesus **Why is Jesus important to Christians? Who is important to me?**

In this unit children learn about Jesus as a special person to Christians. They know that Christians believe he was sent by God to help people understand what God is like. They will hear some stories from the Gospels that tell of Jesus in the Temple, his disciples and friends, and know that Jesus was a teacher who told stories. They will begin to understand how the Christmas story is shared and remembered by Christians and how Christmas is celebrated in the Church. They will identify significant people in their own lives and talk about why they are important to them.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special People – Jesus | Learning from Religion | Programme of Study Special People – Jesus |
|--|--|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name and recall elements of stories, songs, poems, prayers, pictures. | Children can recognize that Jesus is a special person for Christians. They can recall some elements of stories about Jesus and stories told by him and recall some aspects of Jesus' life and practice and the story of his birth. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children can retell some of the special stories that Christians tell about Jesus. Children understand why the Christmas story is important to Christians. Children know how the Christmas story and some Christmas symbols help Christians understand what God is like. | I can ask questions. I can give views (I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can ask questions and respond sensitively to the stories they have heard. They can recognise how some people are important to others. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Christians understand what Jesus is like. They can make links between the story of Jesus' birth and how Christmas is celebrated by Christians, describing how the significance of Jesus is shared and expressed at Christmas and how Jesus is called Son of God. | I can ask important questions about beliefs and make links between my own and others' response. | Children can identify people that have an influence on their lives. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 - Christianity – Special Places **Why is a church an important place for Christians? What places are special to me?**

In this unit children learn about the Church as a special place for Christians. They will learn about Christian symbolism in a Church and the meaning it holds for Christians. They will reflect upon the communities to which they belong and places that are significant to them and to others.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special Places | Learning from Religion | Programme of Study Special Places |
|--|--|--|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words. | Children can name and talk simply about the Church as the special Christian building, how Sunday is kept as a special day and how Christians worship together. They can name and recognise some of the features of a church and some Christian symbols e.g. cross. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about their own experiences and feelings of belonging. They can talk about places that are important to them. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children know how the church might be used by Christians. They can identify some features and symbols in a church and their importance for Christians. | I can ask questions. I can give views (– I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas. | Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can describe some key features of religion. I can describe some forms of religious expression | Children can describe what happens in a church and the importance of some Christian symbols and expression. | I can identify what influences me and make links between my own experience and responses and the experience of others. | Children can make links between their own experiences of places that are special to them and where they feel they belong and those special to others |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity – Special Celebrations – Easter Why is Easter a special time of celebration for Christians? Which celebrations are special to me?

In this unit children learn about the Easter story, its meaning and significance for Christians and how Easter is celebrated in the Church. They will identify important celebrations in their own lives and feelings connected with this.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special Celebrations – Easter | Learning from Religion | Programme of Study Special Celebrations – Easter |
|--|---|---|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name features of religious life and expression and recall elements of stories, songs, poems, prayers, pictures. | Children can recognize that the Christian faith community celebrates Easter as a special event and can recall elements of the Easter story. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about their own celebrations. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children identify some of the key features of the Easter story and identify how these are reflected within the Christian celebration of Easter. | I can ask questions. I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can ask questions and respond sensitively to the stories they have heard. They recognise why some celebrations are important to themselves or to others. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Christians understand what Jesus is like. They can make links between the stories of Easter and how Easter is celebrated by Christians. | I can ask important questions about beliefs and make links between my own and others' response. | Children can make links between their own special celebration of an event and the celebrations of those that belong to a faith community. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity – Prayer Why do Christians pray? What do I think about prayer?

In this unit children will learn about the practice of Christian prayer, how and why Christians pray and will learn about how some key Biblical figures used prayer. They will express their own understanding and opinions about prayer.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Prayer | Learning from Religion | Programme of Study Prayer |
|---|---|---|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize and name some features of religious life and practice. | Children can recall elements of stories from the Bible which show people talking with God. Children begin to recognize that Christians believe that they can talk and listen to God through prayer. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about some ways in which they communicate and share their ideas and feelings. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children identify some of the ways in which members of the Christian faith community pray. Children can retell stories from the Bible which deal with aspects of prayer. | I can ask questions I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can recognize and talk about experiences which make them feel sad, happy, excited, afraid. They can talk about how they share these feelings with others and about how this might help them. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can begin to identify the impact religion has on believers' lives and describe some forms of religious expression. I can make links between Biblical stories and beliefs about prayer. | Children can describe how some members of the Christian faith community pray and begin to identify the impact of prayer on the life of a Christian. They can describe how the characters in the Biblical stories used prayer to communicate with God. | I can identify what influences me and can make links between my experiences and commitments and those of others. | Children can identify why they and others might wish to pray and raise questions about the practice of prayer. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity – Special Books Why is the Bible a holy book for Christians? What stories are special for me?

In this unit children will learn about the Bible as a Holy Book for Christians. They will learn about some stories from the Bible that have special meaning for Christians. They will identify books that are special to them, showing understanding of the book's purpose and influence on them

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special Books | Learning from Religion | Programme of Study Special Books |
|--|---|--|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name and recall elements of stories. | Children can name and recognize the Bible as the special book of the Christian faith community and are able to recall elements of several of its stories. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about why a book is special to them. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can retell religious stories and suggest meanings for religious actions and symbols. | Children can retell several stories from the Bible and suggest what meanings they have for the Christian faith community. | I can ask questions. I can give views(– I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas. | Children can talk about the way in which books have different purposes and values. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between beliefs and religious stories. I can begin to identify the impact religion has on believers' lives | Children can identify why particular stories from the Bible are important for Christians and the impact they have on believers' lives. | I can identify what influences me. | Children can describe the way a book has influenced them. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity How did Jesus show friendship to others?

In this unit children learn about the disciples and others who became Jesus' friends, even though others rejected them e.g. Zacchaeus.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study How did Jesus show friendship to others? | Learning from Religion | Programme of Study How did Jesus show friendship to others? |
|---|---|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories. | Children recall elements of several stories about the friends of Jesus from the Bible. | I can talk about experiences and feelings and about what is of value and concern to me. | Children can identify their own friends and how these friends have an influence on their lives. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children can retell several stories about the friends of Jesus from the Bible and suggest how these people had a special relationship with him. | I can ask questions. I can give views (I think because ...). I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can identify how and why friends are important to themselves and others. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs | Children can identify how Jesus helped those he met by being their friend. | I can ask important questions about beliefs and make links between my own and others' response. | Children can identify the attributes of a good friend, making links between their own and others' experience of friendship. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Islam – Asking difficult questions – What do Muslims believe about God? What do I find interesting or puzzling about this?

In this unit children learn about Islamic beliefs about Allah by listening to stories from the Qu'ran and from stories about the life of the prophet Muhammad (pbuh) that suggest attributes of God e.g. God is creator, trustworthy, the Most Merciful. They reflect upon the wonder and beauty of the world and the Islamic belief that Allah is the Creator who provides all good things. They have the opportunity to ask questions about aspects of creation that they find interesting, puzzling or amazing.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study What might God be like? | Learning from Religion | Programme of Study What might God be like? |
|--|---|---|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories. | Children can recognise that Allah is important to Muslims and recall elements of stories and passages from the Qu'ran that talk about Allah. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about questions and ideas that they find amazing, puzzling or interesting – in relation to God / Allah and the natural world. Children can respond to key ideas expressed in Islamic stories in the light of their own experiences and thoughts. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children can identify some of the special names and attributes of Allah e.g., he is Merciful, he is Creator. Children understand why the Qu'ran is important to Muslims. Children know how the stories from the Qu'ran and from the life of the prophet Muhammad (pbuh) help Muslims understand what Allah is like. | I can ask questions. I can give views (I think because...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can talk about their views/ideas about God/Allah. They can recognise that some questions cause people to wonder and are difficult to answer. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Muslims understand what Allah is like. | I can ask important questions about beliefs and make links between my own and others' response. | Children can ask important questions about the nature of God / Allah. They can respond to the ideas of others. They can suggest how they might show some responsibility for the natural world. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Christianity Belonging to a Community – Caring for others What values do Christians live by and why? What influences me and the way I treat others?

In this unit children learn about the way in which local Christians support and care for others, both in their own community and beyond. They will learn about Jesus' teaching on the importance of caring for others. They will explore their own commitments and values and ways in which they take responsibility for others.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Christian Community – Caring for others | Learning from Religion | Programme of Study Christian Community – Caring for others |
|--|---|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise forms of religious expression. I can recall elements of stories/Biblical teaching. | Children can recognise how members of the Christian faith community care for others. They can re-tell some stories/teaching of Jesus that show Christians how they should care for others. | I can talk about experiences and feelings and of what is of value and concern to me. | Children can talk about the ways they care for others. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children can identify why members of the Christian faith community believe they should care for others. Children can re-tell some stories and identify some of Jesus' teachings about how Christians should care for others and suggest some meaning for Christians today. | I can ask questions. I can give views (-I think because...) I can respond sensitively to questions about my own and others' experience. | Children can give their own views about the importance of caring for themselves and others. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can describe some key features of religion. I can describe some forms of religious expression. I can make links between beliefs and sources. | Children can make links between the ways that Christians care for others and stories and teachings in the Bible. | I can identify what influences me and make links between my own experience and responses and the experience of others. | Children can make links between their own values and commitments, (how they treat others) and the values and commitments of others. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage I Christianity – Leaders Who were the leaders in the Bible? Who leads me and influences me?

In this unit children learn about a number of leaders described in the Bible. They will explore what makes a good leader from the Biblical viewpoint and from their own perspective.

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Christianity Leaders | Learning from Religion | Programme of Study Christianity Leaders |
|--|--|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories. | Children recall elements of several stories about special leaders from the Bible. | I can talk about experiences and feelings and about what is of value and concern to me. | Children can talk about leaders in their own lives. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings. | Children can retell several stories about leaders from the Bible and suggest how these people had a special relationship with God. | I can ask questions. I can give views (– I think because...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can recognise how and why leaders (secular and religious) are important to themselves and others. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. I can identify the impact religion has on believers' lives. | Children can identify how the values of the leaders in the religious stories were influenced by their relationship with God. | I can ask important questions about beliefs and make links between my own and others' response. | Children can identify leaders that influence themselves and others. They can make links between the attributes of different leaders and their values and commitments. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Islam – Special Places – The Mosque – Why is the Mosque a special place for Muslims? What buildings are important in my community?

In this unit children learn about the Mosque as a special place for Muslims. They will learn about the purpose of the Mosque and the meaning it holds for Muslims. They will reflect upon the communities to which they belong and places that are significant to themselves and to others.

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Key Stage 1 Islam – Special Places – The Mosque – Why is the Mosque a special place for Muslims? What buildings are important in my community?

In this unit children learn about the Mosque as a special place for Muslims. They will learn about the purpose of the Mosque and the meaning it holds for Muslims. They will reflect upon the communities to which they belong and places that are significant to themselves and to others.

Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special Places – the Mosque | Learning from Religion | Programme of Study Special Places – The Mosque |
|---|---|--|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognize, name and recall features of religious life and practice. I can recognise some symbols and use some religious words. | Children can name and talk simply about the Mosque as the special building for Muslims, how Friday is kept as a special day and how Muslims worship together. They can name and recognise some of the features of a Mosque. | I can talk about an idea and give an example. Talk about experiences and feelings. | Children can talk about their own experiences and feelings of belonging. They can talk about places that are important to them and buildings in the community that have a specific function. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can show simple knowledge and understanding by identifying some religious beliefs. I can suggest meanings for religious actions and symbols | Children can identify how the Mosque might be used by Muslims. They can identify some features of the Mosque and their importance for Muslims. | I can ask questions. I can give views (– I think because ...) I can respond sensitively to the ideas of others by expressing feelings and ideas | Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can describe some key features of religion. I can describe some forms of religious expression. | Children can describe what happens in a Mosque and the importance of some Islamic expressions of faith. | I can identify what influences me and make links between my own experience and responses and the experience of others. | Children can make links between their own experiences of places that are special to them and where they feel they belong and those that are special to others. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Islam – Special People – Muhammad (pbuh) – Why is Muhammad (pbuh) important to Muslims? What is important in my home life?

In this unit children learn about Muhammad (pbuh) as a special person to Muslims. They will learn about some key aspects of the life of Muhammad (pbuh). They will know that Muslims believe he was sent by Allah to help people understand how Allah wanted them to live. They will hear about some important key values in home and family life

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Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special People – Muhammad (pbuh) | Learning from Religion | Programme of Study Special People – Muhammad (pbuh) |
|--|---|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories and features of religious life and practice. | Children can recognise that Muhammad (pbuh) is a special person to Muslims. They can recall some elements of stories about Muhammad [pbuh], his life and practice. They can recall the importance of some key values as expressed in home and family life e.g. respect for each person. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. They can talk about practices and expectations in their own home and family life. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can retell stories and suggest meanings. I can show simple knowledge and understanding by identifying some religious beliefs. | Children can retell some of the special stories about Muhammad [pbuh] that are important to Muslims. Children can identify why Muhammad [pbuh] is important to Muslims. Children know some of the key teachings of Islam about family life. | I can ask questions. I can give views (– I think because...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can ask questions and respond sensitively to the stories they have heard. They can recognise how some people are important to others. Children can respond sensitively to the different experiences of class members with regard to family life. |

| Learning about Religion cont.d | Programme of Study Special People – Muhammad (pbuh) cont.d | Learning from Religion cont.d | Programme of Study Special People – Muhammad (pbuh) cont.d |
|---|--|---|---|
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Muslims understand the significance of Muhammad [pbuh] They can make links between Muslim teaching and expectations in a Muslim family. | I can ask important questions about beliefs and make links between my own and others' response. I can identify what influences me, making links between my own and others' experiences | Children can identify people that have an influence on their lives, and make links between this influence and their own values and commitments. |

RE ASSESSMENT SHEET

Year Term

Class

Key stage 1 Judaism – Asking difficult questions – What do Jews believe about God? – How do I show responsibility for the natural world?

In this unit children learn about Jewish beliefs about God by listening to stories from the Torah. They will learn that in Jewish thought God is Creator but also Father e.g. God loves and takes care of those who remember him. They will learn about the life of Joseph as someone important to Jews and as someone who trusted in God. They will learn about the Jewish celebration of Shabbat as a celebration of God's Creation. They have the opportunity to ask questions about aspects of creation and stories they have heard that they find interesting, puzzling or amazing.

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| Attainment Target 1 | | Attainment Target 2 | |
|---|---|--|--|
| Learning about Religion | Programme of Study What might God be like? | Learning from Religion | Programme of Study What might God be like? |
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories, psalms, poems, prayers and pictures. I can recall some forms of religious expression. | Children can recognise that God is important to Jews and recall elements of stories and passages from the Torah that talk about God. They can recall how Jews celebrate Shabbat. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about how everyone is special /unique & the Jewish belief that everyone is special to God. Children can respond to key ideas expressed in Jewish stories/Psalms, & talk about questions & ideas that they find amazing, puzzling or interesting |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I show simple knowledge and understanding by identifying some religious beliefs. I can retell stories and suggest meanings | Children can identify some of the words used by Jews to express their understanding of what God is like. Children can retell the story of Creation and identify why it is important to Jews. They can identify how Shabbat is celebrated. | I can ask questions. I can give views (– I think because ...) I respond sensitively to the ideas of others by expressing feelings and ideas. | Children can talk about their views/ideas about God, & the stories they have heard. They can recognise that some questions cause people to wonder and are difficult to answer. They can respond sensitively to the way in which the Jewish Faith Community celebrates Shabbat. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. | Children can describe religious stories that help Jews understand what God is like. They can describe a Shabbat celebration and make links with Jewish beliefs | I can ask important questions about beliefs and make links between my own and others' response. | Children can ask their own questions about the nature of God. They can respond to the ideas of others. They can identify how they might show some responsibility for the natural world. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Judaism – Special Places – The Synagogue Why is the synagogue a special place for Jews? What buildings are important in my community?

In this unit children learn about the Synagogue as a special place for Jews. They will learn about the purpose of the Synagogue and the meaning it holds for Jews. They will reflect upon the communities to which they belong and places that are significant to them and to others.

| The majority of children in the class worked at this level. | These children worked about the level of the majority. | These children worked below the level of the majority. |
|---|--|--|
| <div style="border: 1px solid black; height: 150px; margin: 10px;"></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">These children were absent.</div> | | |

Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special Places – The Synagogue | Learning from Religion | Programme of Study Special Places – The Synagogue |
|---|---|---|--|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall features of religious life and practice. I can recognise some symbols and use some religious words. | Children can name and talk simply about the Synagogue as the special building for Jews, how The Sabbath is kept as a special day and how Jews worship and pray together. They can name and recognise some of the features of a Synagogue. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about their own experiences and feelings of belonging. They can recognise and talk about places that are important to them and buildings in the community that have a specific function. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can show simple knowledge and understanding by identifying some religious beliefs. I can suggest meanings for religious actions and symbols | Children identify how the Synagogue might be used by Jews. They can identify some features and symbols in a synagogue and their importance for Jews. | I can ask questions. I can give views (– I think because...) I can respond sensitively to the ideas of others by expressing feelings and ideas. | Children can respond to the ideas and feelings of others about where they belong. Children can respond sensitively to the ideas of others about their special places. They can ask questions about what they see in a Synagogue. |
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can describe some key features of religion. I can describe some forms of religious expression. | Children can describe what happens in a Synagogue and the importance of some Jewish symbols and practices. | I can identify what influences me and make links between my own experience and responses and the experience of others. | Children can make links between their own experiences of places that are special to them and where they feel they belong, and those that are special to others. |

RE ASSESSMENT SHEET

Year Term

Class

Key Stage 1 Judaism – Special People – Moses Why is Moses a special person for Jews? Who or what helps me understand how I should live?

In this unit children learn about Moses as a special person to Jews. They will learn about some key aspects of his life from the Torah. They will know that Jews believe he was chosen by God to lead the people of Israel. They will learn that Moses received the Ten Commandments so that the Jews would have special rules for living. They will learn about Sukkot as a special Festival when Jews remember the travels of the people of Israel in the desert under the leadership of Moses.

| The majority of children in the class worked at this level. | These children worked about the level of the majority. | These children worked below the level of the majority. |
|---|--|--|
| <div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p>These children were absent.</p> </div> | | |

Attainment Target 1

Attainment Target 2

| Learning about Religion | Programme of Study Special people – Moses | Learning from Religion | Programme of Study Special people – Moses |
|---|---|---|---|
| Level 1 | Level 1 | Level 1 | Level 1 |
| I can recognise, name and recall elements of stories and features of religious life and practice. | Children can recognise that Moses is a special person to Jews. They can recall some elements of his life and journey. They can recall how Moses was given some special rules and talk about their importance for Jews. They can recall how Jews celebrate Sukkot. | I can talk about an idea and give an example. I can talk about experiences and feelings. | Children can talk about what they find interesting or significant in the stories they have heard. They can talk about people who are important to them. They can talk about practices and expectations in their own home and family life. |
| Level 2 | Level 2 | Level 2 | Level 2 |
| I can retell stories and suggest meanings. I can show simple knowledge and understanding by identifying some religious beliefs. I can identify how religion is expressed. | Children can retell some of the stories about Moses from the Torah. Children can identify why Moses is important to Jews. Children identify some of the Ten Commandments and identify how these are important to Jewish family life e.g. keeping the Sabbath. Children can identify why Sukkot is important to Jews | I can ask questions. I can give views (– I think because) I respond sensitively to the ideas of others by expressing feelings and ideas | Children can ask questions and respond sensitively to the stories they have heard. They can recognise how some people are important to others. Children can respond sensitively to the different experiences of class members with regard to family life. |

| Learning about Religion cont.d | Programme of Study Special people – Moses cont.d | Learning from Religion cont.d | Programme of Study Special people – Moses cont.d |
|--|---|---|---|
| Level 3 | Level 3 | Level 3 | Level 3 |
| I can make links between religious stories and beliefs. I can describe some forms of religious expression. | Children can describe religious stories that help Jews understand the significance of Moses. They can make links between Jewish teaching and expectations in a Jewish family. | I can ask important questions about beliefs and make links between my own and others' response. | Children can identify people that have an influence on their lives, and make links between this influence and their own values and commitments. |

