

RE ASSESSMENT SHEET

Year 3 Term

Class

Christianity - Easter (Authority) What do I believe about the idea of forgiveness and sacrifice explored by Christians at Easter?

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.
<hr style="border: 1px solid black;"/> <div style="text-align: center;">These children were absent.</div> <hr style="border: 1px solid black;"/>		

Attainment Target 1

Attainment Target 2

Learning about Religion	Programme of Study – Christianity – Founder – Easter	Learning from Religion	Programme of Study – Christianity – Founder – Easter
Level 2	Level 2	Level 2	Level 2
I can suggest meanings for religious symbols and identify how religion is expressed in different ways.	Children can identify some Christian symbols and suggest what meaning they have for Christians. They can identify some key concepts associated with the death and resurrection of Jesus. They can identify how Easter is celebrated in a different culture.	I can respond sensitively to my own and others' experiences and feelings. I can recognise that some questions cause people to wonder and are difficult to answer.	Children can recognise that some questions raised by Christian belief in the death and resurrection of Jesus cause people to wonder and are difficult to answer.
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion, making links between beliefs and sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. They can describe in detail some similarities and differences in different cultural celebrations of Easter.	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.

RE ASSESSMENT SHEET

Year 4 Term

Class

Christianity - Parables (Authority) What do the parables of Jesus teach us?

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: 5px; margin: 10px auto; width: 80%;">These children were absent.</div>		

Attainment Target 1

Attainment Target

Learning about Religion	Programme of Study Parables	Learning from Religion	Programme of Study Parables
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people. I can retell stories and suggest meanings.	Children can retell some of the parables and suggest meanings for the stories.	I can identify what influences me, making links between my own and others' experience. I can recognise that some questions cause people to wonder and are difficult to answer.	Children can raise questions about the mystery and meaning of the story and about the values it promotes.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.	Children can make links between the parables and Christian beliefs about the Kingdom of God.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between values and commitments expressed in the parables and their own values and commitments.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe some of the teaching of the parables. They can suggest meanings for the symbolism in the stories.	I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can suggest why the parables are significant for Christians today and suggest how values expressed in the parables might be shared values with other faiths.

RE Assessment Sheet

Year 3 Term

Class

Islam - Holy Buildings - The Mosque and Prayer

How is the Mosque the centre of the Islamic community? Why is prayer important to Muslims? What inspires and influences me?

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.
These children were absent.		

Learning about Religion	Programme of Study Holy Buildings – The mosque & prayer	Learning from Religion	Programme of Study Holy Buildings – The mosque & prayer
Level 2	Level 2	Level 2	Level 2
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the Mosque and their importance for the Muslims who worship there e.g prayer hall, quibla, minbar, washrooms etc. They can identify the importance of the mosque for a Muslim child.	I can talk, ask and respond sensitively to questions.	Children can respond to the atmosphere and symbolism of the Mosque. They can talk about the importance of belonging to communities of which they are a part.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links	Children can describe the meaning of some key religious features of the Mosque and the importance of prayer in the Mosque and at home. They can begin to identify the impact of belonging to the Muslim community on believers' lives.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about the nature and purpose of the Mosque. They can raise questions about the importance and value of prayer and questions raised by commitment to a community.
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features of a Mosque making links between them and Islamic beliefs and practice.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, and purpose.	Children can raise questions and suggest answers to questions that deal with how they and others show commitment to their own communities, describing what inspires and influences them.

RE ASSESSMENT SHEET

Year 4 Term

Class:

Jesus in Art. (Meaning) *How do artists' interpretations of the life of Jesus help us to understand why Jesus was important to them? How do I show things which are important to me by using pictures?*

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: 5px; margin: 10px auto; width: 80%;"> <p>These children were absent.</p> </div>		

Learning about Religion AT1	Programme of Study in Art. Jesus	Learning from Religion AT2	
		Programme of Study Jesus in Art.	
Level 3	Level 3	Level 3	Level 3
I can ask important questions about religion and beliefs.	Children can describe how some artists have portrayed Jesus. They identify the impact of faith/belief in the religious expression of artists.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and meanings.	Children can explain how artists have made a personal response to the significance of Jesus for themselves and others.	I can raise and suggest answers to questions I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
Level 5	Level 5	Level 5	Level 5
I can explain my responses to religious concepts.	Children can explain the significance of some portrayals of Jesus.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can respond to the work of artists/writers, drawing out from their work the significance of Jesus to them. Children can express their own views about Jesus in a variety of ways eg art, writing etc.

RE ASSESSMENT SHEET

Year 3 Term

Class:

Christmas (Authority) *How do symbols from the Christmas story help Christians to understand what Christmas means? How do I use symbols to help explain difficult ideas?*

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: 5px; margin: 10px auto; width: 80%;"> <p>These children were absent.</p> </div>		

Learning about Religion AT1	Programme of Study Christmas	Learning from Religion AT2	Programme of Study Christmas
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people. I can re-tell stories and suggest meanings.	Children can retell the story of Jesus' birth and suggest meanings for some of the events and symbolism in the story.	I can identify what influences me, making links between my own and others' experience. I can recognise that some questions cause people to wonder and are difficult to answer.	Children can raise questions about the mystery and meaning of the story and about the values it promotes.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers' lives.	Children can make links between the Christmas story and the significance of Jesus for Christians.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between values and commitments expressed by Christians at Christmas and their own attitudes and behaviour.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe the Nativity story, recognising similarities and differences between the Gospels. They can suggest meanings for the symbolism in the Christmas story.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can suggest why the Christmas story is significant for Christians today and suggest how values expressed in the Christmas story might be shared values with other faiths.

RE ASSESSMENT SHEET

Year 6 Term

Class:

Easter (Authority) *What do Christians believe happened at Easter? What do I believe about issues of life and death?*

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: 5px; margin: 10px auto; width: 80%;"> These children were absent. </div>		

Learning about Religion AT1	Programme of Study Easter	Learning from Religion AT 2	Programme of Study Easter
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion, making links between beliefs & sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. I can describe in detail some similarities and differences in different cultural celebrations of Easter	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
Level 5	Level 5	Level 5	Level 5
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can explain how the gospels provide answers to ultimate questions for believers e.g. how can I be forgiven? Children can explain the reasons for similarities and differences in different cultural celebrations.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others.

RE ASSESSMENT SHEET

Year 3 Term**Class:**

The Church (Identity)- *How does the church building help Christians to worship? How do I respond to the idea of a holy place?*

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study The Church	Learning from Religion AT2	Programme of Study The Church
Level 2	Level 2	Level 2	Level 2
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the church and their importance for the Christians who worship there.	I can talk ask and respond sensitively to questions.	Children can respond to the atmosphere and symbolism of the church buildings,
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links.	Children can describe the meaning of some key religious features of the churches e.g.-icons, statues, stations of the cross, baptistery, font, altar, pulpit. They can recognise similarities between two different churches.	I can ask questions I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about the nature and purpose of the Churches.
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features and symbols of a church making links between them and Christian beliefs and practice.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can describe a building that inspires them and influences them and suggest why it is important to them, making comparisons with the experience of others.

RE ASSESSMENT SHEET

Year 5 Term

Class:

Who was Jesus? (Authority) What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Who was Jesus?	Learning from Religion AT2	Programme of Study Who was Jesus?
Level 3	Level 3	Level 3	Level 3
I can make links between beliefs and sources.	Children can describe some key moments in Jesus' life, making links between Christian belief about the significance of Jesus and key gospel sources.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can make connections between their actions and the consequences of their actions eg with reference to the temptations.
Level 4	Level 4	Level 4	Level 4
I show understanding of sources.	Children can describe how and why Christian beliefs about Jesus arise from the gospels.	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can understand and reflect on the way in which some choices and decisions have moral and religious implications.
Level 5	Level 5	Level 5	Level 5
I can explain how religious sources are used and provide answers to important and ethical questions.	Children can explain how gospel sources are used to provide answers to the question and identity of Jesus.	I can make a personal response to some of the concepts explored eg in the Parables	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others by responding to the work of artists/writers, drawing out from their work the significance of Jesus in the work. Children can express their own views about Jesus in a variety of ways e. g. art, writing etc.

RE ASSESSMENT SHEET

Year 3 Term

Class:

Prayer (Identity) *What do Christians believe about prayer? What questions do I have about prayer?*

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Prayer	Learning from Religion AT2	Programme of Study Prayer
Level 2	Level 2	Level 2	Level 2
I can use religious words to identify some features of religion.	Children can show simple knowledge and understanding of how and why Christians pray.	I can talk, ask and respond sensitively to questions.	Children can express their ideas about why they and others may or may not choose to pray and respond sensitively to the ideas of others.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links between beliefs and prayer.	Children can begin to identify why the Christian community prays. They can identify some prayers that are important to Christians and the beliefs expressed in some prayers. They can begin to identify the impact of prayer for the Christian community.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can raise questions about the practice of prayer.
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can show understanding of issues raised by belief in the power of prayer. They can suggest how prayer has meaning for those who practise it. They can make links with the practice of prayer in other faiths.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, purpose.	Children can express a personal response to prayer. They can describe what inspires and influences them.

RE ASSESSMENT SHEET

Year 3 Term

Class:

Belonging to a community - Exploring Christian Values (Identity) *How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?*

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Belonging to a community	Learning from Religion AT2	Programme of Study Belonging to a community
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people.	Children describe in simple terms the way members of the faith community may show their commitment to others and the teachings of Jesus e.g. visiting the sick, giving to charities, praying for others. They can identify how there might be shared values with other faiths and worldviews.	I can identify what influences me, making links between my own and other's experience.	Children can make connections between their own needs and the needs of others and their experiences of caring for others.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believer's lives.	Children can describe how and why individuals are committed to Christian values and how these are expressed in their commitment to the local and wider community. They can describe how these values are shared with others.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about the impact of the Bible on the lives of Christians and sources of authority, inspiration/learning in their own lives.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe how Christian concepts are developed and understood from Jesus' teaching and example, and identify and describe some issues raised for believers.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can describe what inspires and influences them. They can express a personal response to the values identified from Christianity and apply this response to their own lives.

RE ASSESSMENT SHEET

**Islam - Rules for Living - The Five Pillars, Eid (Authority) How do Muslims show commitment to the 5 Pillars?
Why do Muslims celebrate Eid? How do I show commitment to my own values?**

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.
<hr/> These children were absent.		

Learning about Religion AT1	Programme of Study The Five Pillars, Eid.	Learning from Religion AT2	Programme of Study The Five Pillars, Eid.
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people. I can identify how religion is expressed in different ways.	Children can identify how Muslims show their commitment to Allah through the Five Pillars. They can identify how Muslims celebrate Eid.	I can identify what influences me, making links between my own and others' experience.	Children can identify a source of authority in their own lives.
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion. I can begin to identify the impact on believers' lives.	Children can describe how the Five Pillars influence how Muslims choose to live. They can describe what happens at Eid and the significance of this festival to Muslims	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me	Children can make links between their learning about the impact of the Five Pillars on the lives of Muslims and sources of authority, inspiration/learning in their own lives.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of beliefs and practices. I can describe the impact of religion on people's lives.	Children can describe the value of the Five Pillars to Muslims as a source of inspiration, and authority. They can identify issues raised for Muslims in this country by the observance of their faith.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, and purpose.	Children can describe what inspires and influences them and what challenges are presented to them by raising questions about the Five Pillars.

Year 4 Term

Class:

The Bible (Authority) *What is the Bible? How do Christians use the Bible? What is my view of the Bible?*

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.
<hr/> <hr/> These children were absent.		

Learning about Religion	Programme of Study The Bible	Learning from Religion	Programme of Study The Bible
Level 2	Level 2	Level 2	Level 2
I can identify some features of religion and its importance for some people. I can re-tell stories and suggest meanings.	Children can identify features of the Bible and why it is important to Christians. Children can identify some of the different writings to be found in the Bible.	I can identify what influences me, making links between my own and others' experience	Children can identify a source of authority in their own lives.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can make links between beliefs and sources. I can identify the impact on believers lives.	Children can describe some key writings in the Bible and how the Bible might be used by Christians.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can make links between their learning about the impact of the Bible on the lives of Christians and sources of authority, inspiration/learning in their own lives.
Level 4	Level 4	Level 4	Level 4
I can describe and show an understanding of sources. I can describe the impact of religion on people's lives.	Children can describe the value of the Bible to Christians as a source of inspiration, learning and authority. They can identify issues raised by some different understandings of the Bible.	I can describe what inspires and influences me. I can describe the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, purpose.	Children can describe what inspires and influences them.

RE ASSESSMENT SHEET

Year 6 Term

Class:

Ultimate Questions (Meaning)-Why do people believe in God? What do I believe and value?

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Ultimate Questions	Learning from Religion AT2	Programme of Study Ultimate Questions
Level 3	Level 3	Level 3	Level 3
I can ask describe some key features. I can identify the impact of religion	Children can describe how Christianity provides believers with some answers to questions of meaning and purpose.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions about belief in God and express their own ideas about faith, commitment.
Level 4	Level 4	Level 4	Level 4
I can describe the impact of religion on people's lives.	Children can describe and show understanding of how faith in God impacts on the lives of believers.	I can raise and suggest answers to questions of meaning.	Children can share their own views about meaning and purpose in their lives.
Level 5	Level 5	Level 5	Level 5
I can explain why people belong to religions.	Children can explain how religious sources are used to provide answers to ultimate questions and ethical issues.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth.	Children can express their views on the challenges of belonging to a religion.

RE ASSESSMENT SHEET

Commitment - (Authority) *How have Christians sought to follow the teaching of Jesus? Who do I admire as a role model?*

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Commitment - How have Christians sought to follow the teaching of Jesus?	Learning from Religion AT2	Programme of Study Commitment - How have Christians sought to follow the teaching of Jesus?
Level 3	Level 3	Level 3	Level 3
I can describe some key features. I can identify the impact of religion.	Children can describe how individual Christians and Christian organisations have sought to practise their faith in adverse circumstances, particularly the poor.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions about belief in God and express their own ideas about faith, commitment, and about values that are important to them.
Level 4	Level 4	Level 4	Level 4
I can describe the impact of religion on people's lives.	Children can describe and show understanding of how faith in God impacts on the lives of believers e.g. Oscar Romero, Pope John Paul II, Mother Teresa, Maria Gomez, or somebody in the local community.	I can raise and suggest answers to questions of meaning.	Children can share their own views about meaning and purpose in their lives.
Level 5	Level 5	Level 5	Level 5
I can explain why people belong to religions.	Children can explain how religious sources are used to justify a concern for the poor and marginalised.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth.	Children can express their views on the challenges of belonging to a religion.

Pilgrimage - (Identity) Why do people go on pilgrimage? How can my life be seen as a journey?

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>These children were absent.</div>		

Learning about Religion AT1	Programme of Study Pilgrimage	Learning from Religion AT2	Programme of Study Pilgrimage
Level 3	Level 3	Level 3	Level 3
I can ask describe some key features. I can identify the impact of religion	Children can describe how pilgrimage is undertaken as an act of commitment by members of different faith communities. They can make links between pilgrimage and beliefs and sacred places.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions about belief, pilgrimage. They make links between the idea of a pilgrimage undertaken for religious reasons and the idea of life as a journey. They identify some significant aspects of their own life's journey.
Level 4	Level 4	Level 4	Level 4
I can describe the impact of religion on people's lives.	Children can describe and show understanding of how pilgrimage impacts on the lives of believers and can show understanding of the significance of stories, events and teachings connected with pilgrimage using appropriate religious vocabulary. They can make links describing similarity and difference within and between religions.	I can raise and suggest answers to questions of meaning.	Children can share their own views about those who have influenced their life's journey and events that have inspired and influenced them.
Level 5	Level 5	Level 5	Level 5
I can explain why people belong to religions.	Children can suggest how believers are inspired, fulfilled and encouraged by undertaking a pilgrimage. They can recognise similarity and diversity in the way that faith is expressed through pilgrimage.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, and truth.	Children can recognise similarities and differences between their own and others' life stories. They can recognise shared and different commitments.

Easter (Authority) *What do Christians believe happened at Easter? What do I believe about issues of life and death?*

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.
<hr/> These children were absent.		

Learning about Religion AT1	Programme of Study Christianity – Founder - Easter	Learning from Religion AT2	Programme of Study Christianity – Founder - Easter
Level 3	Level 3	Level 3	Level 3
I can describe some key features of religion, making links between beliefs and sources.	Children can describe and suggest meanings for some key Christian symbols associated with Easter, making links to gospel sources and Christian belief. They can describe how Easter is celebrated in different cultures.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can raise questions in relation to the meaning and significance of Jesus for themselves and others.
Level 4	Level 4	Level 4	Level 4
I can raise and suggest answers to questions and suggest meanings.	Children can show understanding of the significance of Jesus to Christians and some understanding of key concepts that relate to beliefs about him by describing their value to believers. I can describe in detail some similarities and differences in different cultural celebrations of Easter	I can raise and suggest answers to questions. I can apply my own, and others' ideas. I can share what inspires me.	Children can ask and respond to a range of questions in relation to the significance of Jesus and suggest appropriate answers to these questions.
Level 5	Level 5	Level 5	Level 5
I can explain my responses to religious concepts.	Children have detailed knowledge and understanding of how Christians express their belief in the unique significance of Jesus. They can explain how the gospels provide answers to ultimate questions for believers e.g. how can I be forgiven? Children can explain the reasons for similarities and differences in different cultural celebrations.	I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.	Children can explore the importance of Jesus to a Christian and can reflect on their own ideas and those of others.

RE ASSESSMENT SHEET

Year 4 Term

Class:

Islam - Muhammad(pbuh) and the Qur'an (Authority) How did Muhammad [pbuh] receive the Qur'an? Why is the Qur'an sacred to Muslims? What is authoritative for my life?

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: 5px; margin: 10px auto; width: 80%;">These children were absent.</div>		

Learning about Religion AT1	Programme of Study Muhammad(pbuh) & the Qur'an	Learning from Religion AT2	Programme of Study Muhammad(pbuh) & the Qur'an
Level 3	Level 3	Level 3	Level 3
I can make links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe some key events in Muhammad's (pbuh) life making links between the revelation given to Muhammad and the importance of the Qur'an to Muslims.	I can identify what influences me, making links between my own and others' experience	Children can describe some ways in which they receive messages on how to live their life, identifying what influences their own values and commitments.
Level 4	Level 4	Level 4	Level 4
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the impact of the Qur'an on believers' lives showing understanding of the authority of the Qur'an to Muslims and the significance of Muhammad as the final prophet. They can make links between the teaching in the Qur'an and Islamic belief and practice.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what holds authority for them and how this makes a difference to their values and beliefs.
Level 5	Level 5	Level 5	Level 5
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of the Qur'an on the lives of Muslims. They can explain how the source and authority of the Qur'an provides answers to questions of meaning and purpose for Muslims.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, and purpose.	Children can express a personal response to the challenges of belonging to a religion.

RE ASSESSMENT SHEET

Year 5 Term

Class:

Judaism (Authority) - Worship in the Synagogue and in the Home *How do Jews worship in the Synagogue? How is faith observed at home and in the community? Where do I experience worship?*

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.
These children were absent.		

Learning about Religion AT1	Programme of Study Worship in the Synagogue and in the Home	Learning from Religion AT2	Programme of Study Worship in the Synagogue and in the Home
Level 2	Level 2	Level 2	Level 2
I can use religious words to identify some features of religion. I can begin to show awareness of similarities in religions.	Children can identify features of the synagogue and their importance for the Jews who worship there. They can identify some features of Jewish family life and worship.	I can talk, ask and respond sensitively to questions.	Children can ask questions about the synagogue and about Jewish homes and respond sensitively to the experience of others.
Level 3	Level 3	Level 3	Level 3
I can use a developing religious vocabulary to describe some key features. I can identify the impact religion has. I can make links.	Children can describe the meaning of some key religious features of the synagogue e.g Ark and how the faith is expressed in family life.	I can ask questions. I can respond sensitively to the ideas of others by expressing feelings and ideas and make links between my own experience and responses and the experience of others.	Children can make connections between their own personal responses to special places and those of others. They can raise questions about what is important in Jewish family life
Level 4	Level 4	Level 4	Level 4
I can describe some key features of religion, similarity and difference, the impact of religion and meanings to forms of religious expression.	Children can describe and show understanding of some of the key features and symbols of a synagogue making links between them and the importance of prayer and worship to a Jewish family.	I can describe what inspires and influences me. I can raise questions about identity, belonging, meaning, and purpose.	Children can describe a building that inspires them and influences them and suggest why it is important to them, making comparisons with the experience of others. They can describe how their own family's identity and commitments are expressed.

RE ASSESSMENT SHEET

Judaism - Festivals (Meaning) *What festivals are important to Jews? What significant times have importance for me?*

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.
These children were absent.		

Learning about Religion AT1	Programme of Study Festivals	Learning from Religion AT2	Programme of Study Festivals
Level 3	Level 3	Level 3	Level 3
I can describe some key features; make links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe some key festivals celebrated by Jews and the stories, symbols and celebrations associated with them e.g. Passover, Rosh Hashannah and Yom Kippur, Purim and Hannukah.	I can identify what influences me, making links between my own and others' experience.	Children can identify festivals, celebrations and stories that influence them and others.
Level 4	Level 4	Level 4	Level 4
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the festivals and celebrations showing understanding of the sources for these. They can describe the impact of the celebrations on believers' lives.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what celebration and stories inspire or influence them.
Level 5	Level 5	Level 5	Level 5
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of Jewish festivals on the lives of believers, explaining how they are used to provide meaning and to express values and commitment.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, and purpose.	Children can express a personal response to the challenges of belonging to a religion.

RE ASSESSMENT SHEET

Judaism - Holy Books - The Torah, the Covenant, Shavuot (Authority)

Why is the Torah sacred to Jews? What covenant did God make with Abraham? What happens at Shavuot? What does promise mean to me?

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.
<hr/> These children were absent. <hr/>		

Learning about Religion	Programme of Study The Torah, the Covenant, Shavuot	Learning from Religion	Programme of Study The Torah, the Covenant, Shavuot
Level 3	Level 3	Level 3	Level 3
I can describe some key features, making links between beliefs and sources. I can begin to identify the impact religion has on believers' lives.	Children can describe why the Torah is important in Jewish life.	I can identify what influences me, making links between my own and others' experience.	Children can describe some ways in which they are influenced, making links between their own commitments and those of others.
Level 4	Level 4	Level 4	Level 4
I can use a developing religious vocabulary to describe and show understanding of sources, beliefs. I can describe the impact of religion on believers' lives.	Children can describe the impact of the Torah on believers' lives showing understanding of the authority of the Torah to Jews and the significance of the Covenant. They can make links between the teaching in the Torah and Jewish belief and practice.	I can ask questions of identity, meaning and purpose, truth, commitment. I can describe what inspires and influences me.	Children can describe what holds authority for them and how this makes a difference to their values and beliefs.
Level 5	Level 5	Level 5	Level 5
I can describe why people belong to a religion. I can explain how religious sources are used to provide answers to ultimate questions.	Children can explain the impact of the Torah on the lives of Jews. They can explain how the source and authority of the Torah provides answers to questions of meaning and purpose for Jews.	I can explain what inspires and influences me. I can explain the challenges of belonging to a religion. I can suggest answers to questions about identity, belonging, meaning, and purpose.	Children can express a personal response to the challenges of belonging to a religion.

RE ASSESSMENT SHEET**Year 6 Term****Class:**

Commitment (Identity) Why are there similarities/differences between how commitment to a faith is expressed? How do I communicate my own commitment?

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.
<hr/> These children were absent. <hr/>		

Learning about Religion AT1	Programme of Study Commitment	Learning from Religion AT2	Programme of Study Commitment
Level 3	Level 3	Level 3	Level 3
I can ask describe some key features. I can identify the impact of religion and make links.	Children can describe how a believer expresses their commitment to faith community e.g. 5 K's for Sikhs, Bar/Bat Mitzvah, kosher food, Divali, keeping of the Sabbath, going on the Hajj etc.	I can ask important questions. I can make links between my values and those of others by expressing ideas, opinions and beliefs.	Children can express their own ideas about commitment including religious commitment. They can make links with the experience of others.
Level 4	Level 4	Level 4	Level 4
I can describe the impact of religion on people's lives.	Children can describe and show understanding of similarities and differences both within and between religions in the chosen area of study.	I can raise and suggest answers to questions of meaning.	Children can raise and suggest answers to questions about the value of the communities to which they belong.
Level 5	Level 5	Level 5	Level 5
I can explain why people belong to religions.	Children can recognise diversity and distinctive beliefs within the practice of a faith e.g. liberal / orthodox Jews and suggest possible reasons for this.	I can ask and suggest answers to questions of identity, belonging, meaning, purpose, and truth.	Children can recognise the challenges of their own community and suggest answers to any problems, challenges or opportunities they identify.