



Park Road Academy Primary School




Curriculum Progression

RE



RE progression in the Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 EYFS	What makes me special? Christianity/Judaism	What is Christmas? Christianity	How do people celebrate? Hinduism	What is Easter? Christianity	What can we learn from stories? Christianity/Hinduism/Sikhism	What makes places special? Christianity/Islam/Judaism

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Within the EYFS, children are provided with a wealth of opportunities and experiences which may include religious elements across the year. All themes are subject to change and adaptation depending on the needs, interests and cultural celebrations of the children.



Year 1 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name:

Class:

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
Level 1	<p>AT1 I can remember the Christian Creation story and talk about it.</p> <p>AT2 I can express an opinion about the Christian belief about creation.</p>	
Level 2	<p>AT1 I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p> <p>AT2 I can start to talk about how I think the world got here.</p>	
Level 3	<p>AT1 I can tell you what Christians believe about how the world was created.</p> <p>AT2 I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.</p>	

Year 1 Autumn 2	What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?	Comments
Level 1	<p>AT1 I can remember some of the Christmas story.</p> <p>AT2 I can suggest a gift I would give to Jesus.</p>	
Level 2	<p>AT1 I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>AT2 I can think of a gift to give to Jesus and say why I would choose that especially for Him.</p>	
Level 3	<p>AT1 I can start to explain why Jesus is special to Christians (a gift from God).</p> <p>AT2 I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. I understand this link.</p>	

Year 1 Spring 1	Was it always easy for Jesus to show friendship?	Comments
Level 1	<p>AT1 I can remember a story about Jesus showing friendship and talk about it.</p> <p>AT2 I can talk about my friends and why I like them.</p>	
Level 2	<p>AT1 I can tell a story about Jesus and His friends and say how He showed friendship in that story.</p> <p>AT2 I can talk about times when I have been a good friend.</p>	
Level 3	<p>AT1 I can describe how difficult Jesus might have found it to show friendship in a story and explain why.</p> <p>AT2 I can identify when it is easy or hard for me to show friendship.</p>	



Year 1 Spring 2		Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Comments
Level 1	AT1	I can recall parts of the Easter story. I can recognise some symbols in the story.	
	AT2	I can start to show understanding that Jesus is special to Christians.	
Level 2	AT1	I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.	
	AT2	I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.	
Level 3	AT1	I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians.	
	AT2	I can link Christians' belief in Jesus to the way He should be welcomed and start to explain my thinking.	

Year 1 Summer 1		Is Shabbat important to Jewish children?	Comments
Level 1	AT1	I can use the right names for things that are special to Jewish people during Shabbat.	
	AT2	I can start to make a connection between being Jewish and decisions about behaviour.	
Level 2	AT1	I can talk about some of the things that Jewish people do to celebrate Shabbat.	
	AT2	I can start to explain how certain beliefs affect decision-making.	
Level 3	AT1	I can start to explain why Shabbat is important to Jewish children.	
	AT2	I can explain how being a member of a religion influences people's behaviour.	

Year 1 Summer 2		Does celebrating Chanukah make Jewish children feel closer to God?	Comments
Level 1	AT1	I can recognise some of the symbols used at Chanukah.	
	AT2	I can talk about how a Jewish child might feel about taking part in a Chanukah activity.	
Level 2	AT1	I can say what some Chanukah symbols mean.	
	AT2	I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.	
Level 3	AT1	I can start to describe some of the ways in which Jewish children feel close to God during Chanukah.	
	AT2	I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.	



Year 2 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name:

Class:

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Comments
Level 1	<p>AT1 I can remember something Jesus said or did to be kind.</p> <p>AT2 I can say if I think Christians should be kind.</p>	
Level 2	<p>AT1 I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>AT2 I can say if I think Christians should be kind and give a reason.</p>	
Level 3	<p>AT1 I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p>AT2 I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p>	

Year 2 Autumn 2	Why did God give Jesus to the World?	Comments
Level 1	<p>AT1 I can remember some of the Christmas story.</p> <p>AT2 I can start to say why Christians think God gave Jesus to the world.</p>	
Level 2	<p>AT1 I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world.</p> <p>AT2 I can give a reason why Christians think God gave Jesus to the world.</p>	
Level 3	<p>AT1 I can explain how Jesus coming to the world shows Christians they should love/help people and the world.</p> <p>AT2 I can reflect on whether God should send Jesus again, now.</p>	

Year 2 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
Level 1	<p>AT1 I can use the right vocabulary to tell you something Jews do at part of their religious practice.</p> <p>AT2 I can start to say what I think is the most important thing Jews do to show they are doing what God asks.</p>	
Level 2	<p>AT1 I can talk about the Seder meal, or another Jewish practice, with some detail.</p> <p>AT2 I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p>	
Level 3	<p>AT1 I can describe some of the things Jews choose to do to show respect for God.</p> <p>AT2 I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	



Year 2 Spring 1	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Comments
Level 1 AT1 AT2	I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.	
Level 2 AT1 AT2	I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	
Level 3 AT1 AT2	I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. I can decide on 3 way Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.	

Year 2 Spring 2	Is it true that Jesus came back to life again?	Comments
Level 1 AT1 AT2	I can recall parts of the Easter story. I can talk about what I think happened to Jesus (box 4).	
Level 2 AT1 AT2	I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	
Level 3 AT1 AT2	I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus' resurrection. I can add my own thoughts about this.	

Year 2 Summer 1	How special is the relationship Jews have with God?	Comments
Level 1 AT1 AT2	I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.	
Level 2 AT1 AT2	I can tell a story and say about Abraham or Moses why he is so important to Jews. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	
Level 3 AT1 AT2	I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.	



Year 2 Summer 1	Does going to the mosque give Muslims a sense of belonging?	Comments
Level 1	<p>AT1 I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.</p> <p>AT2 I can start to explain when Muslims might feel like they belong.</p>	
Level 2	<p>AT1 I can explain what happens when Muslims pray alone or at the mosque.</p> <p>AT2 I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	
Level 3	<p>AT1 I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>AT2 I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	

Year 2 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
Level 1	<p>AT1 I can use the right names for things that are special to Jews.</p> <p>AT2 I can start to express an opinion about what might be important to Jews.</p>	
Level 2	<p>AT1 I can talk about one of the ways Jews show commitment to God.</p> <p>AT2 I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish.</p>	
Level 3	<p>AT1 I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>AT2 I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p>	

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Comments
Level 1	<p>AT1 I can use the right words to tell you about some parts of the Hajj.</p> <p>AT2 I can start to imagine how it might feel to be on the Hajj.</p>	
Level 2	<p>AT1 I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>AT2 I can start to think about the significance of Hajj to a Muslim.</p>	
Level 3	<p>AT1 I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>AT2 I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim.</p>	



Year 3 A1		Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
Level 1	AT1	I can tell you some of the things Hindus do during Divali.	
	AT2	I can tell you what I might enjoy about Divali if I were a Hindu.	
Level 2	AT1	I can describe some of the things Hindus do at home or at the temple during Divali.	
	AT2	I can start to empathise with what Hindus feel about Divali.	
Level 3	AT1	I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	
	AT2	I can start to say why Divali might bring a sense of belonging to Hindus.	
Level 4	AT1	I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.	
	AT2	I can start to explain how I might feel if I celebrated Divali.	
Level 5	AT1	I can explain how Divali can bring a sense of belonging to Hindus.	
	AT2	I can give my own views on whether I would feel a sense of belonging if I celebrated Divali.	

Year 3 A1		Does joining the Khalsa make a person a better Sikh?	Comments
Level 1	AT1	I can tell you about some of the things that happen in an Amrit ceremony.	
	AT2	I can tell you about my experiences of belonging. (Assessed in Lesson 1).	
Level 2	AT1	I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this.	
	AT2	I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Level 3	AT1	I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.	
	AT2	I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
Level 4	AT1	I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (eg 5Ks)	
	AT2	I can talk about what I think makes someone a good person and about how joining the kalsa might make someone feel like a 'better' Sikh.	
Level 5	AT1	I can show an understanding of the thinking and motivation behind the different choices Sikhs make: some choose to join the Khalsa and others don't.	
	AT2	I can express the understanding that joining the Khalsa is not all it takes to make someone a better Sikh.	



Year 3 A2		Has Christmas lost its true meaning?	Comments
Level 1	AT1	I can remember the Christian nativity story.	
	AT2	I can talk about what I most enjoy about Christmas if I celebrate it.	
Level 2	AT1	I can tell you what the nativity story tells Christians about Jesus (given to the world by God).	
	AT2	I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	
Level 3	AT1	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	
	AT2	I can start to tell you what Christmas means to Christians and what it means to me.	
Level 4	AT1	I can make the links between Christian beliefs about Christmas and the way they celebrate it.	
	AT2	I can recognise that Christmas means different things to different people.	
Level 5	AT1	I can explain the true meaning of Christmas for Christians.	
	AT2	I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.	

Year 3 S1		Could Jesus really heal people?	Comments
Level 1	AT1	I can remember a story about Jesus healing someone and talk about it.	
	AT2	I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles. (May be assessed in Investigation lessons.)	
Level 2	AT1	I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.	
	AT2	I can identify some of the questions people ask about Jesus' healing miracles. (May be assessed in Investigation lessons.)	
Level 3	AT1	I can explain one Christian viewpoint about one of Jesus' healing miracles.	
	AT2	I can start to say whether I believe Jesus actually healed people or not.	
Level 4	AT1	I can explain two different ways Christians might interpret one of Jesus' healing miracles.	
	AT2	I can say whether either of these interpretations make sense to me and give my reasons.	
Level 5	AT1	I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.	
	AT2	I can begin to talk about how faith might be involved in believing Jesus could perform miracles.	



Year 3 S2		What is 'good' about Good Friday?	Comments
Level 1	AT1	I can recognise symbols relating to the Last Supper and Jesus' death and talk about them.	
	AT2	I can talk about what I find puzzling or interesting about The Last Supper or Jesus' death. (Assessed during Investigation lessons.)	
Level 2	AT1	I can say what some of these symbols represent e.g. cross: cross/bread/wine.	
	AT2	I can ask questions about The Last Supper and Jesus' death. (Assessed during Investigation lessons)	
Level 3	AT1	I can start to tell you why Christians believe Jesus' death is important.	
	AT2	I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	
Level 4	AT1	I can start to explain why some people see Jesus' death as 'good'.	
	AT2	I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.	
Level 5	AT1	I can explain the symbolism of the cross for Christians.	
	AT2	I can give my own opinion on whether I agree with Christian beliefs about Jesus' death.	

Year 3 S1		How can Brahman be everywhere and in everything?	Comments
Level 1	AT1	I can remember a Hindu god and use its correct name.	
	AT2	I can ask questions about what I find puzzling about this god. (Assessed in Investigation lesson.)	
Level 2	AT1	I can tell you about some Hindu gods and start to explain their significance to Hindus.	
	AT2	I can ask questions about what Hindus believe. (Assessed in Investigation lesson.)	
Level 3	AT1	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	
	AT2	I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Level 4	AT1	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	
	AT2	I can reflect on Hindu beliefs and express thoughts on these.	
Level 5	AT1	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.	
	AT2	I can give my own and others' views on questions about God and can start to explain why religion is important to many people. (May need further questioning using cube as starting point to show level 5.)	



Year 3 S1		How important is sharing to Sikhs?	Comments
Level 1	AT1	I can use the right names for things that are special to Sikhs (Divali, Karah Parshad, Gurdwara).	
	AT2	I can tell you a time when I share and how I feel when I do this. (Assessed in Lesson 1).	
Level 2	AT1	I can talk about some of the ways Sikhs share.	
	AT2	I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Level 3	AT1	I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.	
	AT2	I can begin to tell you if I think sharing is important or not to Sikhs.	
Level 4	AT1	I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow God's rule of sharing and explain why this is important to them.	
	AT2	I can identify what a Sikh's behaviour.	
Level 5	AT1	I can explain how taking part in community and family activities gives Sikhs the opportunity to share and express how this might make them feel.	
	AT2	I can say how Sikh beliefs influence their everyday lives (e.g. how important sharing is to them) and why.	

Year 3 S2		Would visiting the River Ganges feel special to a non-Hindu?	Comments
Level 1	AT1	I can tell you some facts about the River Ganges and some of the things that Hindus do there.	
	AT2	I can tell you why water is important to me in my daily life. (Assessed in Lesson 1).	
Level 2	AT1	I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.	
	AT2	I can tell you how I think it might feel for a Hindu to visit the River Ganges.	
Level 3	AT1	I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	
	AT2	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	
Level 4	AT1	I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.	
	AT2	I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).	
Level 5	AT1	I can explain some of the ways the River Ganges is significant to Hindus and how they might feel when they are there and compare this to how non-Hindus might feel when they visit the river.	
	AT2	I can ask questions relating to how and why the River Ganges and rituals performed there by Hindus are meaningful in their lives.	



Year 3 S1		What is the best way for a Sikh to show commitment to God?	Comments
Level 1	AT1 AT2	I can show a simple understanding of one way a Sikh might show his religion is important to him. I can tell you about things I am committed to. (Assessed in Lesson 1).	
Level 2	AT1 AT2	I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	
Level 3	AT1 AT2	I can describe some of the ways Sikhs show commitment to God. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	
Level 4	AT1 AT2	I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	
Level 5	AT1 AT2	I can understand that Sikhs choose how much they commit themselves to their religion and to God, and that there are many ways for them to do this. I can suggest why I think certain ways of showing commitment might be better than others and give reasons.	



Year 4 Autumn 1	How special is the relationship Jews have with God?	Comments
Level 1 AT1	I can remember a story about a person important to Jews.	
AT2	I can talk about an agreement Jewish people make with God and say if this is important.	
Level 2 AT1	I can tell a Jewish story and say something Jewish people believe.	
AT2	I can start to explain the significance of an aspect of Jews' relationship with God.	
Level 3 AT1	I can start to explain what makes Jewish people believe they have a special relationship with God.	
AT2	I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	
Level 4 AT1	I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.	
AT2	I can start to relate to how Jews feel about their special relationship with God.	
Level 5 AT1	I can understand how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started.	
AT2	I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.	

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
Level 1 AT1	I can talk about some symbols in the Christmas story.	
AT2	I can talk about something I find interesting about Christmas symbols.	
Level 2 AT1	I can explain what some of the symbols in the Christmas story mean to Christians.	
AT2	I can ask questions about something I find puzzling in the Christmas story.	
Level 3 AT1	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	
AT2	I can ask questions about what Christmas means to Christians and compare this with what it means to me.	
Level 4 AT1	I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).	
AT2	I can reflect on how I feel about Christian beliefs about Christmas.	
Level 5 AT1	I can explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the incarnation of God.	
AT2	I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.	



Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
Level 1	<p>AT1 I can use the right vocabulary for some things that are special to Jews.</p> <p>AT2 I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them.</p>	
Level 2	<p>AT1 I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>AT2 I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p>	
Level 3	<p>AT1 I can describe some of the things Jews do to show respect to God.</p> <p>AT2 I can start to identify how it would feel to keep Kashrut.</p>	
Level 4	<p>AT1 I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>AT2 I can give you my opinion as to whether these ways are important to Jews.</p>	
Level 5	<p>AT1 I can give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do.</p> <p>AT2 I can explain my opinion as to which ways may be more or less important for Jews to show respect to God.</p>	

Year 4 Spring 2	Is forgiveness always possible?	Comments
Level 1	<p>AT1 I can remember a Christian story about forgiveness and talk about it.</p> <p>AT2 I can talk about what I find tricky about forgiveness. (Assessed in Lesson 1).</p>	
Level 2	<p>AT1 I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p>AT2 I can think about how easy it is to forgive people.</p>	
Level 3	<p>AT1 I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>AT2 I can ask important questions about how forgiveness is possible.</p>	
Level 4	<p>AT1 I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p>AT2 I can give my opinion about how people should live their lives and suggest what Jesus might say.</p>	
Level 5	<p>AT1 I can explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians.</p> <p>AT2 I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.</p>	



Year 4 Summer 1		What is the best way for a Jew to show commitment to God?	Comments
Level 1	AT1	I can use the right names for things that are special to Jews.	
	AT2	I can start to express an opinion about what might be important to Jews.	
Level 2	AT1	I can describe one of the ways Jews show commitment to God.	
	AT2	I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.	
Level 3	AT1	I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.	
	AT2	I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	
Level 4	AT1	I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.	
	AT2	I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.	
Level 5	AT1	I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.	
	AT2	I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.	
Year 4 Summer 2		Do people need to go to church to show they are Christians?	Comments
Level 1	AT1	I can use the right names for places/ceremonies or symbols that are special to Christians.	
	AT2	I can talk about one of my special places. (Assessed in Lesson 1).	
Level 2	AT1	I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.	
	AT2	I can respectfully question whether Christians need churches.	
Level 3	AT1	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	
	AT2	I can start to understand the impact a Christian's special place has on him/her.	
Level 4	AT1	I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.	
	AT2	I can say why I think the church may or may not be important to Christians.	
Level 5	AT1	I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to "show" they are Christians.	
	AT2	I can tell you my opinion on whether Christians should keep their beliefs private or be public about them	



Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
Level 1	<p>AT1 I can use the right names for some Sikh symbols or practices and talk about them.</p> <p>AT2 I can start to think about different levels of commitment. (Assessed in Lessons 1&8).</p>	
Level 2	<p>AT1 I can talk about some of the things Sikhs do to show their religion is important to them.</p> <p>AT2 I can explain that Sikhs' commitment to the religion involves choice.</p>	
Level 3	<p>AT1 I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.</p> <p>AT2 I can start to explain why I think some practices are more important to Sikhs than others.</p>	
Level 4	<p>AT1 I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>AT2 I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	
Level 5	<p>AT1 I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>AT2 I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
Level 1	<p>AT1 I can use the right names for things that are special to Hindus.</p> <p>AT2 I can start to express an opinion about what might be important to Hindus.</p>	
Level 2	<p>AT1 I can talk about one of the ways Hindus show commitment to God.</p> <p>AT2 I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu.</p>	
Level 3	<p>AT1 I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>AT2 I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p>	
Level 4	<p>AT1 I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>AT2 I can express why I think Hindus might choose different ways to show commitment to God.</p>	
Level 5	<p>AT1 I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>AT2 I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	



Year 5 Autumn 2		Is the Christmas story true?	Comments
Level 1	AT1	I can remember an account of the Christmas story and talk about it.	
	AT2	I can talk about what I find interesting or puzzling in the Christmas story, (assessed in the Investigation Lessons).	
Level 2	AT1	I can tell you the Christmas story and recognise there are different accounts of it.	
	AT2	I can talk about some differences in the accounts of the Christmas story that make people ask questions, (assessed in the Investigation Lessons).	
Level 3	AT1	I can describe what a Christian learns from the Christmas story.	
	AT2	I can start to explain that true can mean different things relating to the Christmas story.	
Level 4	AT1	I can start to explain the Christian belief that Jesus was the Incarnation of God.	
	AT2	I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	
Level 5	AT1	I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).	
	AT2	I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	

Year 5 Spring 1		Are Sikh stories important today?	Comments
Level 1	AT1	I can remember a Sikh story and talk about it.	
	AT2	I can talk about why stories are important to me and to other people, (Assessed in Lesson 1).	
Level 2	AT1	I can retell a Sikh story and start to explain its meaning.	
	AT2	I can talk about how a Sikh story has meaning to me.	
Level 3	AT1	I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.	
	AT2	I can understand how what Sikhs learn from stories can influence how they behave.	
Level 4	AT1	I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.	
	AT2	I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	
Level 5	AT1	I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.	
	AT2	I can explain why Sikh stories could be considered important today.	



Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
Level 1 AT1 AT2	I can remember a Hindu god and use its correct name. I can tell you about what I find puzzling about this god, (assessed in Investigation lessons).	
Level 2 AT1 AT2	I can tell you about some Hindu gods and start to explain their significance to Hindus. I can start to express my response to Hindu beliefs.	
Level 3 AT1 AT2	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Level 4 AT1 AT2	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Assessment Task 2: Collage). I can express my understanding of how Brahman can/ cannot be in everything.	
Level 5 AT1 AT2	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Assessment Task 2: Collage). I can give my own views on the Hindu belief in Brahman.	

Year 5 Spring 2	Did God intend Jesus to be crucified and if so, was Jesus aware of this?	Comments
Level 1 AT1 AT2	I can remember some events in Holy Week and talk about them. I can talk about what I find puzzling in the Easter story. (Question bubble.)	
Level 2 AT1 AT2	I can retell some events from Holy Week and say some things that Christians believe about Jesus. I can talk about some events that happened during Holy Week and ask a relevant question. (Question bubble.)	
Level 3 AT1 AT2	I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.	
Level 4 AT1 AT2	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny..	
Level 5 AT1 AT2	I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	



Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
Level 1 AT1 AT2	I can use the right names for things that are special to Sikhs. I can say how I feel about something special to Sikhs.	
Level 2 AT1 AT2	I can talk about one of the ways Sikhs show commitment to God. I can say why I think this might be a good way of showing commitment to God.	
Level 3 AT1 AT2	I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.	
Level 4 AT1 AT2	I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	
Level 5 AT1 AT2	I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.	

Year 5 Summer 1	Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Comments
Level 1 AT1 AT2	I can remember the right name for a Hindu belief e.g. Karma. I can talk about what I find interesting or puzzling about Hindu belief, (assessed in Investigation Lessons).	
Level 2 AT1 AT2	I can say some things that Hindus believe about life after death. I can talk about a Hindu belief and start to say if I agree with it.	
Level 3 AT1 AT2	I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.	
Level 4 AT1 AT2	I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.	
Level 5 AT1 AT2	I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.	



Year 5 Summer 1	What is the best way for a Christian to show commitment to God?	Comments
Level 1 AT1	I can use the right names for things that are special to Christians.	
AT2	I can talk about how I feel towards an issue that is important to me, (assessed in Lesson 1).	
Level 2 AT1	I can talk about one of the ways Christians show commitment to God.	
AT2	I can decide which way I think is the best way for a Christian to show commitment to God.	
Level 3 AT1	I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.	
AT2	I can start to understand there are different degrees of commitment and that's up to individual Christians.	
Level 4 AT1	I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.	
AT2	I can explain why I think some ways of showing commitment to God would be better than others for Christians.	
Level 5 AT1	I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.	
AT2	I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.	



Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
Level 1 AT1 AT2	I can use the right names for things that are important to Muslims. I can talk about my own personal commitments, (assessed in Lessons 1 & 6).	
Level 2 AT1 AT2	I can talk about one way Muslims show commitment to God. I can decide which way I think is the best way for a Muslim to show commitment to God.	
Level 3 AT1 AT2	I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	
Level 4 AT1 AT2	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	
Level 5 AT1 AT2	I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).	

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
Level 1 AT1 AT2	I can remember the story of Jesus' birth and talk about it. I can talk about what I find puzzling or interesting about the nativity story.	
Level 2 AT1 AT2	I can tell you some things Christians believe are important about Jesus' mother being Mary. I can start to think about some of the questions people ask about Jesus' birth.	
Level 3 AT1 AT2	I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Level 4 AT1 AT2	I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
Level 5 AT1 AT2	I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	



Year 6 Spring 1	Is anything ever eternal?	Comments	
Level 1	AT1	I can remember a Christian story about love and talk about it.	
	AT2	I can talk about something I can relate to in a Christian story about love, (assessed in the Investigation lessons).	
Level 2	AT1	I can re-tell a Christian story about love and begin to explain what this teaches Christians about how they live their lives.	
	AT2	I can start to understand what some of the Christian stories about love mean.	
Level 3	AT1	I can describe what a Christian might learn about life after death from a Bible story.	
	AT2	I can ask important questions about eternity.	
Level 4	AT1	I can make links between different Christian beliefs and their views on whether anything is ever eternal.	
	AT2	I can reflect on my own beliefs about whether anything is eternal.	
Level 5	AT1	I can explain why Christians believe some things are eternal and the difference this makes to them.	
	AT2	I can give my own answer to whether anything is eternal and give my reasons.	

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments	
Level 1	AT1	I can tell you some festivals that are special to Christians, (assessed in the Investigation lessons).	
	AT2	I can talk about who is influential to me, (assessed in Lesson 1).	
Level 2	AT1	I can tell you how some Christians try to do good in the world.	
	AT2	I can tell you about someone who has influenced me and why I respect them.	
Level 3	AT1	I can describe one way that Christianity seems to be a strong religion today.	
	AT2	I can start to consider whether I think Christianity is a strong religion now.	
Level 4	AT1	I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	
	AT2	I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	
Level 5	AT1	I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.	
	AT2	I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	



Year 6 Summer 1		Does belief in Akhirah (life after death) help Muslims lead good lives?	Comments
Level 1	AT1	I can tell you something Muslims believe about how they should try to live good lives.	
	AT2	I can say if this will help a Muslim get to Heaven.	
Level 2	AT1	I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave.	
	AT2	I can tell you what I think about life after death.	
Level 3	AT1	I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.	
	AT2	I can identify why leading a good life might be a good idea and why people think this.	
Level 4	AT1	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.	
	AT2	I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	
Level 5	AT1	I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.	
	AT2	I can ask questions about life after death and explore how what I believe about this might influence my life.	
Year 6 Summer 2		Does belief in Akhirah (life after death) help Muslims lead good lives?	Comments
Level 1	AT1	I can tell you about something Muslims believe in.	
	AT2	I can talk about something I find puzzling or interesting about the Muslim religion.	
Level 2	AT1	I can tell you some things Muslims believe are wrong/evil.	
	AT2	I can start to ask questions about why Muslims have different beliefs if they are in the same religion.	
Level 3	AT1	I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped.	
	AT2	I can start to express my opinion on how Jihad is interpreted by some Muslims.	
Level 4	AT1	I can explain two different Muslim interpretations of Jihad.	
	AT2	I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	
Level 5	AT1	I can explain two different Muslim interpretations of Jihad and explore their justifications for these.	
	AT2	I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.	