

Religious Education

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

	Religious Knowledge
Stage 0	<ul style="list-style-type: none"> • I can listen and respond to religious stories • I can communicate through talk or gesture about a range of special objects/places/people/practices. • I can use some basic religious vocabulary that reflects the breadth of their experience. • I can show awareness of things and people that matter to them and link this to learning in RE. • I can show curiosity and interest in the world around them, e.g. seasons changing and link to Harvest/New Life etc. • I can understand what is right, what is wrong and why, when responding to faith stories. • I know that they belong to their Class group and Belmont School. • I can identify one thing that makes them special • I can talk about things they do to celebrate their birthday.
Stage 1	<ul style="list-style-type: none"> • I know that Christmas day is Jesus' birthday. • I am able to identify religious figures from the Christmas story • I am able to sequence events in the Christmas Story • I can identify special people in their life • I know what makes a good friend

- I recognise symbols of new life
- I can say how the Easter story is linked to new life
- I am able to sequence events in the Easter story.
- I am aware that Christians thank you to God for Harvest
- I can identify an item special to them.
- I can identify an item special to a Christian
- I can identify an item special to a Jew
- I can identify why the Bible is special to Christians
- I can listen to stories about Bible heroes- Noah, David and Goliath
- I can name/identify a special place to me
- I can match images of a church to the word being said
- I can name features of a church
- I can say or draw about one thing that happens in a church

Stage
2

- I can show an awareness of what happens during baptism
- I am able to listen to the story of creation and starting to sequence events.
- I can say how to care and/or show respect to living things
- I can have an awareness of leaders
- I can have an awareness of religious figures
- I can listen to a story about Jesus
- I can sequence images from a story about Jesus and his teachings
- I can join in with short phrases from a Christmas song
- I can listen to the Christmas story
- I can identify different types of presents
- I can name presents given to Jesus
- I can match a symbol to a faith
- I can show an awareness of how another faith celebrates a special occasion.
- I can talk about my own experiences of celebrations
- I can listen to the Easter story with interest
- I can sequence images from the Easter story
- I can respond appropriately to simple questions about the importance of Easter to Christians
- I can label features of a church

	<ul style="list-style-type: none"> • I can list what might be found in a church • I can listen to stories from other faiths • I can respond to religious stories through words or pictures • I can name religious books/match to an image. • I can show curiosity to new experiences when learning about people from other religions and cultures.
<p>Stage 3</p>	<ul style="list-style-type: none"> • I can sequence the Creation Story. • I can suggest ways in which we can look after and care for our world • I can ask questions or talk about how and why special things should be treated with respect. • I can say some of the things we do to care for others (charity events at school) • I can use religious words and phrases to identify some features of religion and its importance for some people. • I can describe simple similarities between religious beliefs and ideas. • I can show enjoyment of listening to stories from other faiths and traditions. • I can retell religious stories and suggest possible meanings. • I can recognise symbols and other verbal and visual forms of religious expression. • I can suggest meanings for religious actions and symbols and notice similarities between religions. • I can use developing religious vocabulary to describe some key features of religions, including religious celebrations and worship. • I am beginning to recognise similarities and differences in the key features of religions. • I can make links between religious stories and sacred texts. • I can describe a range of beliefs, symbols and actions within different religions. • I can show curiosity and begin to ask and answer questions about my own and other people’s home and community life. • I can suggest some routines I have. • I can show awareness that there are rituals that are followed in different religions.
<p>Stage 4</p>	<ul style="list-style-type: none"> • I can talk about things that I have achieved • I can talk about something that I am proud of • I can talk about what Christmas means to me • I am beginning to show an understanding of the true meaning of Christmas • I can name some organisations or charities that work to help our planet • I can name some organisations or charities that support people in need. • I can use appropriate vocabulary when talking about different religions. • I can give some examples of how religion is part of a person’s everyday life.

	<ul style="list-style-type: none"> • I can describe some rituals that are part of a believers'™ everyday life. • I can share my own experiences linked to my own or my family's™ beliefs. • I can listen and respond when hearing about other peoples'™ beliefs. • I can talk about how people can overcome challenges • I am beginning to suggest how people of faith use their beliefs to overcome challenges. • I can talk about what 'diversity' means. • I can say different ways in which our community can be diverse. • I can say ways I can express my identity through words and actions
<p>Stage 5</p>	<ul style="list-style-type: none"> • I can say what "human rights"™ are • I can show awareness of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child • I can say what it means to show respect • I can talk about rules and why we have to have them • I am beginning to show an understanding of stereotypes • I can use my knowledge of the Nativity Story to create my own presentation, e.g. puppet show, animation or PowerPoint. • I can suggest meanings for a range of forms of religious expression and note similarities and differences between religions. • I can ask important questions about religion and beliefs, making links between his/her own and others' responses. • I can identify the impact of religion on believers' everyday lives. • I can explore similarities and differences in how religion is expressed in different world religions. • I can make links between values and commitments, and his/her own attitudes and behaviour. • I can say what an opinion is • I can show understanding that some people may have different opinions • I can demonstrate respect for people with different understandings
<p>Stage 6</p>	<ul style="list-style-type: none"> • I can say why stereotyping can be harmful • I can give reasons why it is important for human rights to apply to everyone • I can give examples of human rights and what they mean • I can give examples of children's™ rights • I am beginning to understand the role of human rights activists • I can say what the true meaning of Christmas is to Christians • I can talk about Christmas Carols and what the lyrics mean • I can talk about how Christians celebrate Christmas

- I can explore the wider theme of respect for others;
- I can investigate different cultures and values in the UK and around the world;
- I can challenge stereotypes in society.
- I can say what it means to forgive
- I can talk about the ten commandments
- I understand how the ten commandments are important in the Jewish Religion
- I can respond to questions that cause wonder, staying respectful to others' beliefs and ideas.
- I can use increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.
- I can suggest possible reasons for similarities and differences within different religions.
- I can explain how religious stories and texts are used within different world religions.
- I can say what pilgrimage means
- I can give examples of places that a person may go for a pilgrimage, e.g. Lourdes, Mecca.
- I can compare beliefs about Pilgrimages and what it means to different people of faith.
- I can talk about what global warming is
- I can say what it means to be a global citizen
- I can suggest ways we can help to prevent global warming

Stage
7

- I can explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.
- I can recognise diversity in forms of religious, spiritual and moral expression, within and between religions.
- I can ask and suggest answers to important questions about religion and beliefs, making links between his/her own and others' responses.
- I can describe why people belong to religions.
- I 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 values and commitments, relating them to his/her own and others' lives.
- I can raise questions that cause wonder and take part in a discussion which explore others' beliefs and ideas.
- I can explain the religions and worldviews which they encounter clearly, reasonably and coherently.
- I can explain how and why individuals and communities express the meanings of their beliefs and values in many different ways.
- I can explain and interpret a range of beliefs, teachings and sources of wisdom
- I can show understanding of religions and worldviews as clear systems or ways of seeing the world.
- I can answer the question "what is religion?"
- I can explain and interpret how the history and culture of religions and worldviews influence individuals and communities.

	<ul style="list-style-type: none"> • I can discuss issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.
Stage 8	<ul style="list-style-type: none"> • I can give examples of when a person's human rights have not been respected • I can give reasons why some people support and others question the influences of religion on people's lives. • I can talk about some of the controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. • I can discuss some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. • I can express insights into significant moral and ethical questions posed by being human in ways that are well-informed, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.
Stage 14	