



Langney Primary End of Year Expectations and Key Assessment Criteria for RE



2022 - 2023 is a transitional year and therefore, terms 5 and 6 have implemented units in line with the new 2022 syllabus as a staged approach to the full implementation of the syllabus in the academic year 2023 - 2024.

Key Stage	Year Group	Christianity General	Christianity Christmas	Christianity General	Christianity	Judaism	Judaism
		Creation Story	Christmas Story	Jesus as a Friend	Palm Sunday	1.7 Jews May need to explicitly mention/ incorporate Shabbat during Investigation lessons.	1.10 Belonging Loving through community is embedded but will need to add in learning about love and belonging through marriage.
Key Stage 1	1	<p>I can remember the Christian Creation Story and talk about it.</p> <p style="color: red;">I can express an opinion about the Christian belief about creation.</p>	<p>I can remember the Christmas story including which gifts were given to Jesus.</p> <p style="color: red;">I can think of a gift to give to Jesus and say why I would choose that especially for him.</p>	<p>I can remember a story where Jesus might have found it difficult to show friendship and explain why.</p> <p style="color: red;">I can identify when it is easy or hard for me to show friendship.</p>	<p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p style="color: red;">I can explain why Jesus was welcomed in as a king on Palm Sunday and how special he is to Christians.</p>	<p>I can recognise the words of the Shema as a Jewish prayer.</p> <p>I can retell a story used in Jewish celebrations and explain how it reminds Jews about God.</p> <p style="color: red;">I can explain how and why Jewish people observe Shabbat.</p> <p style="color: green;">I can reflect on why praise is important for Jews and explore what this means to me giving reasons for my ideas.</p>	<p>I can recognise that loving others is important and give examples from two religions.</p> <p style="color: red;">I can explain what happens at a traditional Jewish welcome ceremony.</p> <p style="color: red;">I can identify two ways people show they love each other and mutual belonging when they get married.</p> <p>I can give examples of ways in which people express belonging in communities, responding sensitively to differences.</p> <p>I can talk about the good things about being in a faith community and my own community.</p>

Key Stage	Year Group	Christianity	Christianity	Islam	Christianity	Islam	Islam
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		General	Christmas				
		What Did Jesus Teach?	Jesus As A Gift From God.	Prayer at Home	Easter Resurrection	1.6 Muslims Mosque learning will cover prayer, respect etc. Will need to explicitly mention Shahadah, Stories of Muhammed and a few Muslim practices.	1.8 Sacred Places Discovery should cover new objectives pretty well. May want to compare the Hajj to the mosque to really hit objective 2.
Key Stage 1	2	I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness I can say why I think Christians show be kind and give a reason.	I can remember the Christmas story and start to explain that Christians believe that Jesus was a gift from God to the world. I can give a reason why Christians think God gave Jesus to the world.	I can describe some of the Muslim pray routine and being to explain why they do this. I can tell you how praying 5 times a day may help a Muslim.	I can recall what Christians believe happened on Easter Sunday. I can begin to explain what Christians believe about Jesus' resurrection and offer my own opinion.	I can recognise some of the key aspects of Shahadah and what they mean to Muslims. I can give an example of how stories about the Prophet show Muslims' beliefs about Muhammed. I can explain how Muslims use the Shahadah and other stories of the Prophet to guide their beliefs. I can give an example of how Muslims put their beliefs into action. (e.g. Prayers, fasting in Ramadan, caring for creation.) I can talk about how prayer, respect, celebration and self control benefit Muslims. I can reason as to whether prayer, respect, celebration and self control have benefits for me.	I can recognise a sacred place of worship and what acts are performed there, including the objects used. I can give examples of how people worship in a church, mosque or synagogue and the objects, symbols, actions or stories they use. I can talk about why some people like to belong to a sacred building or a community. I can explain what makes some places special to people, discussing the difference between religious and non-religious special places. I can ask good questions about what happens in a church, synagogue or mosque.

Key Stage	Year Group	Sikhism	Christianity	Christianity	Christianity	Islam	Hinduism
		The Amrit Ceremony and The Khalsa	Christmas	Jesus' Miracles	Easter Forgiveness	L2.9 Muslims May want to add more examples of worship. Concepts of submission, self-control and harmony are alluded to, will just need to be	L2.8 Hindus in Britain Will need to explicitly address vocab in objective 1 and look at Divali in another place as a comparison.

						made a bit more explicit.	
Key Stage 2	3	<p>I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.</p> <p>I can start to see similarities between my own experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.</p>	<p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can tell you what Christmas means to Christians and what it means to me.</p>	<p>I can explain a Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can give my opinion about whether I believe Jesus actually healed people or not.</p>	<p>I can begin to tell you why Christians believe Jesus' death is important.</p> <p>I can begin to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>I can identify some beliefs about God (Surah 1) and connect these to worship.</p> <p>I can explain some forms of Muslim worship (e.g. prayer, fasting, celebrating) and make links to their beliefs about God.</p> <p>I can ask questions and suggest answers about the value of submission and self-control to Muslims and non-Muslims.</p> <p>I can discuss the links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other, giving reason for our ideas.</p>	<p>I can explain the terms 'Hinduism,' 'dharma' and 'Sanatan dharma.'</p> <p>I can make links between Hindu practices and dharma (Hinduism being a 'way of life.')</p> <p>I can explain how Hindus show their faith within their families and larger faith communities in Britain.</p> <p>I can identify a difference in the way that some Hindu communities show their faith. (e.g. Hindu communities in Britain and in India.)</p> <p>I can ask questions about and discuss what is good about being a Hindu in Britain and family and community rituals.</p>

Key Stage	Year Group	Buddhism	Christianity Christmas	Judaism	Christianity	Hinduism	Christianity
		Life of The Buddha	Christmas	Passover	Easter	L2.11 Stages of Life Discovery focuses on the water element rather than the commitment element- will also need to add in another commitment celebration as a comparison (e.g. marriage, baptism etc.)	L2.12 Make the World Better A little bit of a tenuous link- Jesus' miracles addressed things like illness, hunger, provision of money, extreme weather. There are also lots of biblical texts that instruct Christians on issues like these.

Key Stage 2	4	I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.	I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).	I can describe some of the things Jewish people do to show respect to God and have some understanding why they feel it is important to do so.	I can explain how Christians might try to put into practise Jesus' teachings about forgiveness.	I can identify what a pilgrimage to the Ganges and one other celebration shows about beliefs of love and commitment and the importance of these traditions.	I can identify some beliefs about why the world is not always a good place and why Christians try to make it better.
		I can begin to show an understanding of what being happy means to Buddhists.	I can ask questions about what Christmas means to Christians and compare this with what it means to me.	I can start to identify how it would feel Kashrut.	I can give my opinion about forgiveness and suggest what people might say.	I can explain what happens during the pilgrimage to the Ganges and its meaning. I can identify how the pilgrimage celebrates love and commitment and compare this with another commitment celebration. I can talk about whether it is good for everyone to see life as a journey and mark the milestones. I can make links between ideas of love and commitment in religious and non-religious ceremonies and say whether these ceremonies are valuable.	I can identify teaching on how to live and some different ways that people try to make the world a better place. I can give my own ideas about the best ways of making the world a better place, giving good reason for my answers. I can make links between ideas of good living in religion and non-religion.

Key Stage	Year Group	Hinduism	Christianity Christmas	Hinduism	Christianity	Islam	Christianity
		Prayer and Worship	Christmas	Hindu Beliefs	Easter	U2.12 Life Gets Hard Discovery Unit Part 1 addresses life after death, Part 2 addresses challenges. Will need to incorporate another belief about after death and ensure there are artistic representations about afterlife.	U2.4 Gospel Understanding Christianity unit-covers EOYEs well.

Key Stage 2	5	I can describe some of the ways that Hindus show commitment to God and have some understanding that they may do this in different ways.	I can start to explain the Christian belief that Jesus was the incarnation of God.	I can start to explain how the Hindu belief that Brahma is everywhere and in everything influences Hindus in their daily lives.	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of the events during Holy Week.	I can identify three examples of how religion guides people to respond to hard times in life.	I can identify different features of the gospel texts. (e.g. parables, teachings, narrative.)
		I can express why I think Hindus might chose different ways to show commitment to God.	I can start to express an opinion on whether the Christmas story is true.	I can give my own views on the Hindu belief in Brahma.	I can start to express my opinion about Jesus' crucifixion being his destiny.	I can identify and compare two different beliefs about life after death.	I can suggest meanings of the gospel texts using biblical interpretations and my own ideas.
						I can explain how someone's belief in God can affect their response to life's challenges. (e.g. belief in heaven/ karma/ Akhirah).	I can make a connection between the Gospel and the way that Christians live.
						I can observe and interpret a range of artistic expressions of the 'afterlife.'	I can look at issues in the world today and respond taking into account religious teaching and my own views.

Key Stage	Year Group	Islam	Christianity Christmas	Christianity	Christianity	Christianity	Christianity
		Beliefs and Practices	Christmas	Beliefs and Meaning	Easter	U2.6 Kingdom of God Understanding Christianity unit-covers EOYEs well.	U2.2 Creation Understanding Christianity unit-covers EOYEs well.
Key Stage 2	6	I can describe how different practise 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 explain why their might be different ways of showing commitment to God.	I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	I can explain why Christians believe some things are eternal and the difference this makes for them. I can give my own answers as to whether anything is eternal and give my reasons.	I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	I can explain the connection between biblical texts and the 'Kingdom of God.' I can consider different possible meanings and interpretations for biblical texts. I can explain different ways that Christians put their belief in the Kingdom of God into practice. I can relate the Christian response to issues in the world today. (e.g. the kingdom of God is loving, serves the needy etc.) I can give my own response to the importance of love and service in the world today.	I can consider how Christians would interpret Genesis 1 and how this might differ from how others interpret it. I can make clear connections between Genesis 1 and the Christian idea of God as a creator. I can understand how many Christians find that Science and Faith can go together well. I can evaluate how key ideas of Genesis 1 are complementary or conflicting with a scientific account.