

## RE - KEY STAGE TWO

### 'I Can' Attainment Statements

	AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>
	<b>describe</b> what a believer might learn from a religious <b>story</b>	<b>describe</b> some of the things that are the same and different for religious <b>people</b>	<b>use</b> religious <b>words</b> to describe some of the different ways in which people show their beliefs	<b>compare</b> some of the things that <b>influence</b> me with those that influence <b>other people</b>	<b>ask</b> important <b>questions</b> about life and compare <b>my ideas</b> with those of other people	<b>link</b> things that are important to me and other people, with the <b>way I think and behave</b>
Examples	e.g. make a connection between the story of the Ramayana of Diwali and loyalty	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g. note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering
	e.g. to know some of the beliefs and teachings of the Christian faith e.g. the parable of the Prodigal Son and forgiveness and love	e.g. know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life	e.g. using faith stories and religious works of art, identify the symbolism behind the cross and the resurrection of Jesus and how it is expressed during Easter	e.g. talk about people they admire and how experiences of belonging to a friendship/religious group affect how they and others behave	e.g. using art and poetry compare their own and others' responses to ideas on who and where is God	e.g. reflect upon how agreed codes of conduct, for example, classroom rules, affects behaviour and how this relates to the way some religious people live
	<ul style="list-style-type: none"> <li><b>make links</b> between the beliefs (teachings, sources, etc.) of different religious groups</li> <li>show how they are <b>connected</b> to <b>believers'</b> lives</li> </ul>	<ul style="list-style-type: none"> <li><b>use</b> the right religious <b>words</b> to describe and compare what may be involved in belonging to different religious groups e.g. practices and experiences</li> </ul>	<ul style="list-style-type: none"> <li><b>express</b> religious <b>beliefs</b> (ideas, feelings, etc.) in a range of styles and words used by believers, and suggest what they mean</li> <li><b>describe</b> how different believers express their beliefs e.g. prayer, clothing, places of worship</li> <li><b>suggest</b> what they mean</li> </ul>	<ul style="list-style-type: none"> <li><b>ask questions</b> about who we are and where we belong</li> <li>suggest <b>answers</b> which refer to people who have inspired and influenced myself and others</li> </ul>	<ul style="list-style-type: none"> <li><b>ask questions</b> about the <b>meaning</b> and <b>purpose</b> of life</li> </ul>	<ul style="list-style-type: none"> <li><b>ask questions</b> about the <b>moral</b> decisions I and other people make</li> <li><b>suggest</b> what might happen as a result of different decisions, including those made with reference to religious beliefs/values</li> </ul>
Examples	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs	e.g. use some Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. write a set of questions for a visitor from a religious community	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. debate whether or not it is ever right to kill or steal e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made e.g. recycling, pollution
	e.g. examine how the Buddha's journey to enlightenment shapes the lives of practising Buddhists	e.g. explore the observation and practise of the Sabbath in Jewish, Muslim and Christian homes	e.g. using the important symbol of light, explore Diwali, Hanukkah and the significance of Jesus' 'light of the world' statement, making connections across the religions	e.g. generate enquiry through investigating the 5 K's, pupils consider how these objects might reinforce a Sikh's sense of identity and belonging e.g. suggest symbols which might represent their own identity and suggest where they belong	e.g. based on what you know about different religions, should you care for others	e.g. share own opinions about respect for animals and show an understanding of why some religious people hold differing views about eating meat
End of KS2	<ul style="list-style-type: none"> <li><b>suggest</b> reasons for similar and different <b>beliefs</b> which people hold</li> <li><b>explain</b> how religious <b>sources</b> (e.g. sacred texts and teachings) are used to provide <b>answers</b> to important questions about life and morality</li> </ul>	<ul style="list-style-type: none"> <li><b>describe</b> why people <b>belong</b> to religions</li> <li><b>explain</b> how similarities and differences within and between religions can <b>make a difference</b> to the lives of individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>use specific <b>vocabulary</b> in suggesting reasons for the similarities and differences in <b>expression</b> (e.g. religious, spiritual and moral) found within and between religions</li> </ul>	<ul style="list-style-type: none"> <li><b>give</b> my own and others' <b>views</b> on questions about who we are and where we belong</li> <li><b>explore</b> challenges of belonging to a religion and explain what inspires and influences me</li> </ul>	<ul style="list-style-type: none"> <li><b>ask</b> deeper <b>questions</b> about the meaning and purpose of life</li> <li><b>suggest</b> answers which relate my own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li><b>ask questions</b> about things that are important to me and to other people</li> <li><b>suggest answers</b> which relate to my own and others' lives</li> </ul>
Examples	e.g. compare different Jewish beliefs about the Messiah (Jesus) and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. explain why people from different religious faiths give money to charity, for example Red Cross	e.g. investigate how the use of prayers/meditation is used to express religion and spiritual beliefs	e.g. explain how fasting during Ramadan for Muslims might restrict achievement e.g. fasting when selected for an Olympic team	e.g. looking at creation theories, explore a faith response, a scientific view and their own ideas e.g. why is there suffering? Why do people have specific needs?	e.g. write a news report on a moral issue in the news. Interview key people in the debate including people who hold religious views. Discuss the potential impact of those views on their own and others' lives
	e.g. examine the experience of suffering in and between faiths and how it significantly affects believers in their everyday actions, for example holocaust and the Occupation of Jersey	e.g. explore and explain the significance/importance of repentance in faith groups and how it is observed through diverse practices in religious festivals, for example Lent, Yom Kippur and Ramadan	e.g. using various art forms of Jesus, decode its symbolism and meaning for Christians	e.g. investigate the religious practice of pilgrimage and Holy site visits for believers and how it can reinforce their spirituality and religious identity e.g. discuss whether non-believers need a tangible focus to reinforce their identity	e.g. explore questions about the human soul in the context of the Holocaust and subsequent genocides. Discuss why people respond differently	e.g. examine and respond to the moral and ethical views on preparing food focussing on Halal or Kosher, and the Buddhist concept of mindfulness

The statements above are based on the English non-statutory National Framework for Religious Education

#### Notes

Annotate each "I can .." box, with initials of children who are Emerging or Secure

## ASSESSMENT RUBRIC

EXPECTATIONS AT END OF KS2	YEAR GROUPS	RELIGIOUS AREAS STUDIED (BE SPECIFIC) Example; Christianity – the journeys that different groups made over Christmas, Islam – Five Pillars	END OF YEAR RE ASSESSMENT			
			Emerging	Developing	Secure	
<p>Learning <b>about</b> religion: knowledge and understanding</p> <p><b>By age 11:</b></p> <ul style="list-style-type: none"> <li>Describe and make links between different features of religion including religious texts, stories, worship, celebrations, pilgrimages, rituals and symbols</li> <li>Reflect on their significance</li> <li>Understand and compare different ideas between e.g. stories, beliefs and the religious communities studied</li> <li>Respond thoughtfully to a range of sources with reference to sacred texts (e.g. the Bible, Qur'an)</li> <li>Explore a range of beliefs, symbols and actions</li> <li>Understand different ways of life and expressing meaning</li> </ul>	Year 3	<p><b>Theme:</b> Divali</p> <p><b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child</p> <p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Has Christianity lost its true meaning?</p>				
		<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Theme:</b> Easter – Forgiveness</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p>				
		<p><b>Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Theme:</b> Prayer and Worship</p>				
	<p>Learning <b>from</b> religion: response, reflection, evaluation, application and question</p> <p><b>By age 11:</b></p> <ul style="list-style-type: none"> <li>Consider and investigate different aspects of religion</li> <li>Explore and demonstrate an understanding of the similarities and differences within, and between, different religions</li> <li>Explore, explain and compare how key events e.g. celebrations, worship, pilgrimages and rituals are remembered and/or celebrated in different traditions</li> <li>Explore, explain and compare why people may demonstrate their commitment</li> <li>Reflect on the significance of key events</li> <li>Ask and suggest answers to 'ultimate' questions (e.g. how did the world begin) about values, beliefs and commitments</li> <li>Express clearly their own ideas and relate them to their own and the lives of others</li> </ul>	Year 4	<p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p>			
			<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p>			
			<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p>			

EXPECTATIONS AT END OF KS2	YEAR GROUPS	RELIGIOUS AREAS STUDIED (BE SPECIFIC) Example; Christianity – the journeys that different groups made over Christmas, Islam – Five Pillars	END OF YEAR RE ASSESSMENT			
			Emerging	Developing	Secure	
<p>Learning <b>about</b> religion: knowledge and understanding</p> <p><b>By age 11:</b></p> <ul style="list-style-type: none"> <li>Describe and make links between different features of religion including religious texts, stories, worship, celebrations, pilgrimages, rituals and symbols</li> <li>Reflect on their significance</li> <li>Understand and compare different ideas between e.g. stories, beliefs and the religious communities studied</li> <li>Respond thoughtfully to a range of sources with reference to sacred texts (e.g. the Bible, Qur'an)</li> <li>Explore a range of beliefs, symbols and actions</li> <li>Understand different ways of life and expressing meaning</li> </ul>	Year 5	<p><b>Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/her religion</p> <p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Is the Christmas story true?</p>				
		<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p>				
		<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p>				
	<p>Learning <b>from</b> religion: response, reflection, evaluation, application and question</p> <p><b>By age 11:</b></p> <ul style="list-style-type: none"> <li>Consider and investigate different aspects of religion</li> <li>Explore and demonstrate an understanding of the similarities and differences within, and between, different religions</li> <li>Explore, explain and compare how key events e.g. celebrations, worship, pilgrimages and rituals are remembered and/or celebrated in different traditions</li> <li>Explore, explain and compare why people may demonstrate their commitment</li> <li>Reflect on the significance of key events</li> <li>Ask and suggest answers to 'ultimate' questions (e.g. how did the world begin) about values, beliefs and commitments</li> </ul> <p>Express clearly their own ideas and relate them to their own and the lives of others</p>	Year 6	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>			
			<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>			
			<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p>			