

Assessment and Expectations

End of Key Stage Expectations

By the end of Key Stage 1 children are expected to:

- talk about God as creator of the world who loves us.
- know that God is three in one, Father, Son and Holy Spirit.
- be able to retell both the nativity and Easter stories.
- use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
- know that Christians believe Jesus is the Son of God who died on the cross and rose again.
- know that Jesus had 12 special friends called disciples.
- know that the Bible is our holy book and it contains God's big story, the salvation plan.
- be able to retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
- be able to give examples of how Christians, put their beliefs into action.
- know the names and significance of holy books from other faiths.
- know the places where people of other faiths worship.
- be developing a sense of their own values and the values of others.
- have experienced taking part in the celebration of Harvest Festival.

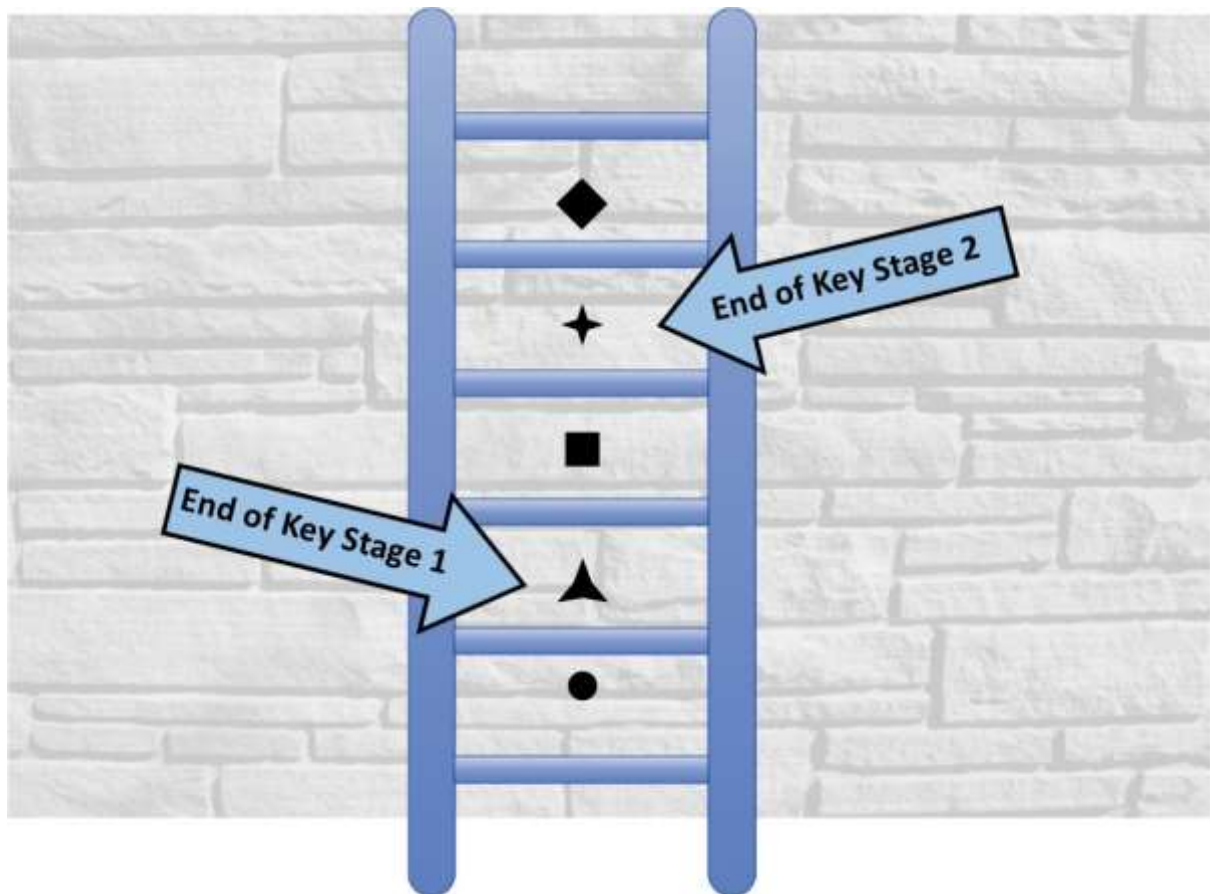
By the end of Key Stage 2 children are expected to:

- know that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.
- know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
- know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
- know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
- Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
- know that Pentecost was the start of the church.
- know that Christians believe that the Holy Spirit is at work in their lives today.
- know that Christianity is a worldwide multi-cultural faith.
- know that prayer is an important part of the life of a believer and explain why.
- know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
- describe the impact responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.

<ul style="list-style-type: none"> • retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.
<ul style="list-style-type: none"> • connect Christian practices, values and beliefs to events and teaching in the Bible.
<ul style="list-style-type: none"> • be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.
<ul style="list-style-type: none"> • be able to express and explain their own opinions on issues they have discussed.
<ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
<ul style="list-style-type: none"> • describe what they think motivates people of faith and explain what inspires and influences them personally.
<ul style="list-style-type: none"> • ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
<ul style="list-style-type: none"> • know and be able to talk about the links between Christianity and Judaism.
<ul style="list-style-type: none"> • describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

Assessment

The ladder of expectation of achievement in RE



The ladder of expectation and achievement in RE

- Pupils can explain the impact of religion on believers' lives and communities.
- Pupils can suggest possible reasons for distinctive beliefs within and between religions.
- Pupils can explain how religious texts are used to answer the big questions in life.
- Pupils can describe why people belong to religions and the challenges they face.
- Pupils ask ultimate questions and can express their own and others' views.

- Pupils can recognise similarities and differences within and between religions and make links between them.
- Pupils can describe the impact of religion of people's lives.
- Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
- Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

- Pupils can make links between sacred texts/stories and beliefs.
- Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

- Pupils can retell religious stories.
- Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
- Pupils can identify different ways in which religion is expressed noticing similarities in religion.
- Pupils are beginning to ask good questions about their own and others' experiences.
- Pupils are recognising their own values and the values of others.

- Pupils can recall details of stories.
- Pupils can name features of religious life and practice.
- Pupils can recognise symbols and use some religious words.
- Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.

