

Year 1 RE

10 Steps To Success

- 1** I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.
- 2** I can talk about what I think is good about being in a community, for people in faith communities and for myself, giving a good reason for my ideas.
- 3** I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
- 4** I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- 5** I can make links between Jewish ideas of God found in stories and how people live.
- 6** I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).
- 7** I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- 8** I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas.
- 9** I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- 10** I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Year 2 RE:

10 Steps To Success

- 1 **Creation:** I can give at least one example of what Christians do to say 'thank you' to God for Creation.
- 2 **Creation:** I can give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.
- 3 **Incarnation:** I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
- 4 **Incarnation:** I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.
- 5 **Islam:** I can think, talk about and ask questions about Muslim beliefs and ways of living
- 6 **Islam:** I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas
- 7 **Salvation:** I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- 8 **Salvation:** I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to me about sadness, hope or heaven.
- 9 **Creation:** I can think, talk and ask questions about living in an amazing world
- 10 **Creation:** I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.

Year 3 RE:

10 Steps To Success

- 1 **Creation:** I can explain that Christians, believing that God created the world, try to care for his creation.
- 2 **The Fall & Forgiveness of Sins:** I understand that Christians believe humans spoiled God's creation, and say sorry to God, believing that their sins can be forgiven.
- 3 **Incarnation:** I understand that the gospels tell the story of Jesus's birth, life and death. I can describe the events of Jesus's early life, up to his baptism by John.
- 4 **Islam:** I can identify some key beliefs about God in Islam.
- 5 **Islam:** I can give examples of the ways in which Muslims worship (e.g. prayer, fasting, celebrating) as a family and as a community.
- 6 **Salvation:** I can explain why and how Christians remember and celebrate Jesus' last week, death and resurrection.
- 7 **Resurrection & Ascension:** I know that Christians today trust that Jesus rose from the dead, and is alive today. I know that Christians believe Jesus returned to be with God the Father.
- 8 **Pentecost:** I know that Christians believe God sent the Holy Spirit at Pentecost to help the Church, and that the Holy Spirit is God's power at work in the world today.
- 9 **Kingdom of God:** I understand that Christians believe Jesus brought about the 'Kingdom of God' – that Jesus' whole life was a demonstration of his belief that God is king.
- 10 **Stages of life:** I can describe and compare different ceremonies and rituals of commitment.

Year 4 RE:

10 Steps To Success

- 1 God's People:** I can describe how people in the Old Testament developed a relationship with God, giving examples.
- 2 God's Promise:** I can explain why Christians believe that God's promise is extended, through Jesus, to all people.
- 3 Incarnation:** I know that Christians worship God as a trinity of Father, Son and Holy Spirit, and can explain the roles of each.
- 4 Jesus, the example:** I understand that Christians believe Jesus challenges everyone about how to live, setting the example for people to follow.
- 5 Forgiveness of Sins and Eternal Life:** I understand that Christians believe that Jesus' forgiveness of sins brings the promise of eternal life with God.
- 6 The Christian Life:** I understand that Christians try to put Jesus' teaching and example into practice in lots of ways, from church worship to social justice (compassion, justice and evangelism).
- 7 Salvation:** I understand that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection, the forgiveness and reward of eternal life belief in his resurrection brings.
- 8 Hinduism:** I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.
- 9 Hindu Festivals:** Pupil can name and describe some Hindu festivals, and identify similarities to festivals and ceremonies in other religions.
- 10 Hinduism Today:** I can identify what it means to be a Hindu in Britain, giving examples of the presence of the faith in this country and challenges a Hindu might face.

Year 5

10 Key Performance Indicators

Religious Education

- 1. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed and through how Christians put their beliefs into practice in worship.**

Understanding Christianity UKS2b1 God: what does it mean if God is holy and loving?

- 2. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.**

Understanding Christianity UKS2b1 God: what does it mean if God is holy and loving?

- 3. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.**

Understanding Christianity UKS2b4 Incarnation: was Jesus the Messiah?

- 4. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.**

Understanding Christianity UKS2b4 Incarnation: was Jesus the Messiah?

- 5. Make clear connections between Genesis 1 and Christian belief about God as Creator.**

Christianity KS2b2 **Creation and Fall**

- 6. Explain why some people find belief in the Resurrection makes sense and inspires them.**

Understanding Christianity KS2b6 **Salvation: what did Jesus do to save human beings?**

- 7. Explain their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.**

Understanding Christianity KS2b6 **Salvation: what did Jesus do to save human beings?**

- 8. Explain the key features of a mosque and how it is designed to enable Muslims to put their beliefs into practice in worship.**

SACRE: U2.6 What does it mean to be a Muslim in Britain today?

- 9. Explain how the Five Pillars of Islam reflect and relate to Muslim beliefs about God and the Prophet Muhammad (PBUH)**

SACRE: U2.6 What does it mean to be a Muslim in Britain today?

- 10. Explain why the Qu'ran is significant to Muslims.**

SACRE: U2.6 What does it mean to be a Muslim in Britain today?

Year 6

10 Key Performance Indicators

Religious Education

11. Explain what the bible teaches Christians about the creation and fall, with reference to Genesis.

Understanding Christianity UKS2b2 Creation/Fall: creation and Science: Conflicting or Complementary?

12. Present a balanced argument on whether scientific theories about creation conflict with or compliment the bible's teaching on the creation.

Understanding Christianity UKS2b2 Creation/Fall: creation and Science: Conflicting or Complementary?

13. Explain why Hindus want to be good.

14. Explain, what the bible teaches Christians about the nature of the Kingdom of God, with reference to at least one passage (e.g. Luke 14, 12 – 24).

Understanding Christianity: 2b.8 Kingdom of God: What kind of king is Jesus?

15. Explain what kind of king Jesus is, with special reference to the Nativity and the Easter story.

Understanding Christianity: 2b.8 Kingdom of God: What kind of king is Jesus?

16. Explain what is meant by salvation with reference to the bible as a whole and with special reference to the Easter story.

Understanding Christianity KS2b7 **Salvation:** What difference does the resurrection make to Christians?

17. Explain how the resurrection impacts on the lives and values of Christians.

Understanding Christianity KS2b7 **Salvation:** What difference does the resurrection make to Christians?

18. Compare and contrast the beliefs and values of Christians and Humanists.

SACRE: U2.7 What matters most to Christians and Humanists?

19. Explain at least five of the key teachings of Jesus with reference to the Gospel.

Understanding Christianity KS2b5 **Gospel:** what would Jesus do?

10 Analyse modern dilemmas and explain what Jesus would do with reference to key teachings of the Gospels.

Understanding Christianity KS2b5 **Gospel:** what would Jesus do?