



# RE Assessment Grid : Diwali : Year 3

Diwali																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
RE																			
Lesson 1	Can children identify the key events in the story of Rama and Sita?																		
	Can children identify the meanings behind the story?																		
	Do children understand why this story is still relevant to Hindus today?																		
Lesson 2	Do children know why a diya is lit during the festival of Diwali?																		
	Can children explain the symbolic meaning of light?																		
	Can children identify other religions and festivals that use light as a symbol?																		
Lesson 3	Can children explain why cards are sent at Diwali?																		
	Can children explain why certain images and colours are used in Diwali cards?																		
	Can children design their own Diwali card using suitable pictures and colours?																		
Lesson 4	Do children know what rangoli is?																		
	Do children know why rangoli designs are used in homes at Diwali?																		
	Can children create their own rangoli patterns and designs?																		
Lesson 5	Do children know some Hindu beliefs about how God is represented?																		
	Do children know some of the ways in which Diwali is celebrated at home?																		
	Do children understand that religious beliefs can be expressed in a variety of ways?																		

# RE Assessment Grid : What do we know about Jesus : Year 3

What do we know about Jesus																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Do children know that Jesus is a historical figure?																			
	Do children know that there is no authentic visual image of Jesus?																			
	Do children know that expressions of Jesus' appearance reflect a variety of contextual characteristics?																			
Lesson 2	Do children know that pictures of Jesus tell us about people's personal beliefs about him?																			
	Can children explain the importance of a personal image of Jesus for many believers?																			
	Can children reflect on their own ideas of how Jesus may have looked?																			
Lesson 3	Do children know what the Gospels are?																			
	Can children identify what Jesus was like from a given Bible passage?																			
	Can children summarise what Jesus was like?																			
Lesson 4	Do children know that not everyone in Jesus' time saw him in the same way?																			
	Can children give people's views on Jesus from the Bible?																			
	Do children understand why different groups of people saw Jesus in different ways?																			
Lesson 5	Can children name some of the ways Jesus described himself in his teachings?																			
	Can children explain Christian understandings of the metaphors describing Jesus?																			
	Can children evaluate what they understand about how Jesus described himself?																			
Lesson 6	Can children recall main points to answer the question 'What do we know about Jesus?'?																			
	Can children evaluate the evidence they have studied?																			
	Can children describe their own view of what they think Jesus was like?																			

# RE Assessment Grid : Jewish Celebrations : Year 3



<h2 style="margin: 0;">Jewish Celebrations</h2>																																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																															
RE																																			
Lesson 1	Do children know that Judaism is one of the world's oldest religions?																																		
	Do children know that Jews believe in one God?																																		
	Can children describe some of the main features of Judaism?																																		
Lesson 2	Do children know the story behind the Passover celebrations?																																		
	Can children describe some of the ways in which Passover is celebrated today?																																		
	Can children identify symbols associated with Passover?																																		
Lesson 3	Do children know that the Israelites wandered the desert for forty years before reaching the Promised Land?																																		
	Do children know why Jews celebrate Sukkot?																																		
	Can children describe some of the main features of Sukkot celebrations?																																		
Lesson 4	Can children retell the main points from the story of Esther?																																		
	Do children know why Purim is a joyous and important festival for Jews?																																		
	Can children describe some of the ways in which Purim is celebrated?																																		
Lesson 5	Do children know that Hanukkah is known as the Festival of Lights?																																		
	Can children retell the main points in the story of the Maccabees?																																		
	Can children describe some of the main features of the celebrations of Hanukkah?																																		
Lesson 6	Do children know that Rosh Hashanah is the Jewish New Year festival?																																		
	Can children describe some of the ways in which Rosh Hashanah is celebrated?																																		
	Do children understand what the Days of Awe are and relate this to things they have done wrong themselves?																																		

# RE Assessment Grid : What is the Bible and why is it important to Christians? : Year 3



What is the Bible and why is it important to Christians?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>RE</b>																				
Lesson 1	Do children know that the Bible is the holy book of Christianity?																			
	Can children identify ways in which the Bible is important for Christians?																			
	Can children reflect on their own feelings about their use of time and money?																			
Lesson 2	Do children know that the Bible is used by Christians at home and at church?																			
	Do children know that the Bible forms the main reference for guidance, teaching and worship?																			
	Can children reflect on what is of value in their own lives?																			
Lesson 3	Do children know that the Bible is made up of lots of different genres of writing?																			
	Do children understand how the different genres of writing in the Bible are used for different purposes?																			
	Do children understand that religious ideas, beliefs and feelings are expressed through the Bible?																			
Lesson 4	Can children give examples of books and other pieces of writing that are special to them?																			
	Do children recognise that certain sections of the Bible are special for different Christians?																			
	Can children choose and present a piece of writing that has special meaning to them?																			
Lesson 5	Do children know that the Bible is made up of lots of different books?																			
	Can children explain how different genres of writing portray different aspects of God?																			
	Can children portray their own ideas about God in a variety of ways?																			
Lesson 6	Do children know that the Bible is separated into the Old Testament and the New Testament?																			
	Do children know that the birth of Jesus marks the two sections?																			
	Can children evaluate the importance of the Bible for Christians?																			

# RE Assessment Grid : Islamic Rites of Passage : Year 3/4

Islamic Rites of Passage																					
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																	
<b>RE</b>																					
<b>Lesson 1</b>	Do children understand what Islam is?																				
	Can children explain what the Five Pillars of Islam are?																				
	Can children explain what communities and families celebrate and why this is important?																				
<b>Lesson 2</b>	Can children explain what happens in an Islamic birth/ naming ceremony?																				
	Can children predict or explain what names represent?																				
	Can children explain why a naming ceremony is important and how different religious ceremonies compare and differ?																				
<b>Lesson 3</b>	Can children explain the steps in a Muslim marriage?																				
	Can children understand some of the religious requirements for Muslims when they marry a person?																				
	Can children explain why it is important to have a ceremony when people get married?																				
<b>Lesson 4</b>	Can children explain what happens at a Muslim funeral ceremony?																				
	Can children use their knowledge of what happens at a Muslim funeral to complete written tasks?																				
	Can children express ways to comfort a Muslim person who is mourning a death?																				
<b>Lesson 5</b>	Can children explain what the Hajj is and why it is important?																				
	Can children detail what they would take with them on a journey and why?																				
	Can children explain how a pilgrimage is a rite of passage and how people feel after making a journey?																				

# RE Assessment Grid : Sikh Rites of Passage : Year 3/4

<h2 style="margin: 0;">Sikh Rites of Passage</h2> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 20px; width: 15%;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 20px; width: 15%;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 20px; width: 15%;">Term:</div> </div>											
<b>RE</b>											
<b>Lesson 1</b>	Do children know who Guru Nanak was and how Sikhism began?										
	Can children describe some of the fundamental beliefs of Sikhism?										
	Can children ask and answer questions about the basic beliefs and practices of Sikhism?										
<b>Lesson 2</b>	Can children describe what a 'Naam Karan' ceremony is?										
	Can children explain how Sikh babies are given their names?										
	Can children identify similarities and differences between Sikh naming ceremonies and those of other religions?										
<b>Lesson 3</b>	Can children explain what the Amrit ceremony is and why it is important to Sikhs?										
	Can children explain how the Amrit ceremony began?										
	Do children know what the 5 Ks are and what they symbolise?										
<b>Lesson 4</b>	Do children know some of the features of a Sikh wedding?										
	Can children identify similarities and differences between Sikh weddings and weddings of other cultures?										
	Can children express their knowledge of Sikh weddings in a variety of ways?										
<b>Lesson 5</b>	Do children know some of the features of a Sikh funeral ceremony?										
	Can children explain some of the Sikh beliefs on life after death?										
	Can children give their own opinions on what they think happens after death?										

# RE Assessment Grid : Christmas Journeys : Year 4

<h2 style="margin: 0;">Christmas Journeys</h2>																					
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																	
RE																					
Lesson 1	Can children explain why Bethlehem is an important religious site?																				
	Can children explain what a pilgrimage is?																				
	Can children compare what Bethlehem was like when Jesus was born to what it is like today?																				
Lesson 2	Do children know why Mary and Joseph travelled to Bethlehem?																				
	Can children identify how Mary and Joseph might have been feeling?																				
	Can children make connections with their own experiences?																				
Lesson 3	Can children re-tell the story of the shepherds in the nativity story?																				
	Can children explain why the shepherds are an important symbol in the nativity story?																				
	Can children empathise with the characters in the story?																				
Lesson 4	Do children know the story of the three kings?																				
	Do children know how religious ideas can be expressed through music and art?																				
	Can children express their own ideas through music and art?																				
Lesson 5	Can children explain why Mary and Joseph had to flee to Egypt?																				
	Can children empathise with the emotions of the characters?																				
	Do children understand that people a long time in the past had the same emotions as people today?																				







# RE Assessment Grid : Buddhist Festivals : Year 4

Buddhist Festivals																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>RE</b>																				
<b>Lesson 1</b>	Can children organise their ideas to show what they already know about Buddhism?																			
	Do children understand that there is no 'supreme deity' in Buddhism?																			
	Can children explain some ways in which Buddhism differs from other religions?																			
<b>Lesson 2</b>	Do children know what is celebrated during Vesak?																			
	Can children explain some ways in which the festival of Vesak is observed?																			
	Can children explain why Buddhists give offerings of food during Vesak?																			
<b>Lesson 3</b>	Do children know some ways in which Buddhists celebrate during the Ploughing Festival?																			
	Do children understand why this moment in the Buddha's life is celebrated?																			
	Can children explain some ways in which the story reminds Buddhists about the teachings of the Buddha?																			
<b>Lesson 4</b>	Can children describe some ways in which Loy Krathong is celebrated?																			
	Do children understand the significance of giving offerings of flowers and lighting candles?																			
	Do children understand the difference between paying respect and worshipping?																			
<b>Lesson 5</b>	Can children compare their own New Year's Eve celebrations to those of Buddhists in Thailand during Songkran?																			
	Do children understand the significance of the use of water in Buddhist rituals?																			
	Can children explain how the use of water in Buddhist rituals relates to the teachings of the Buddha?																			

# RE Assessment Grid : Identity and Belonging : RE : Year 4

Identity and Belonging																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Can children explain what an identity is?																		
	Do children understand that many external factors can help shape a person's identity?																		
	Can children consider the things which have helped shape their sense of identity?																		
Lesson 2	Can children think of some words to describe significant aspects of their own identity?																		
	Can children explain some ways in which they express their identity through their actions?																		
	Do children know some ways in which religious identity is expressed?																		
Lesson 3	Do children understand what 'diversity' means when talking about a population?																		
	Do children know what a 'minority' faith group is?																		
	Can children consider some ways in which we can show tolerance and understanding of those of different faiths?																		
Lesson 4	Can children think of some things which help shape a sense of belonging?																		
	Can children consider the difficulties for people forced to leave their homes?																		
	Can children find out about some ways in which newcomers can be helped and made to feel welcome?																		
Lesson 5	Do children know what the 'global community' is?																		
	Can children explain what it means to be a 'global citizen'?																		
	Can children think of some responsibilities we have as members of a global community?																		
Lesson 6	Can children think of some things which are shared by all citizens of our global community?																		
	Can children suggest some ways in which sharing can help those less well-off?																		
	Can children consider what religions say about the sharing of resources?																		

# RE Assessment Grid : Where did the Christian Bible come from? : Year 5

Where did the Christian Bible come from?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Do children know that the Christian Bible is the bestselling book of all time?																		
	Can children ask questions about the Bible?																		
	Can children respond to questions about the Bible?																		
Lesson 2	Do children know that the material in the Bible predates the written text?																		
	Do children know how to differentiate dates before and after Jesus?																		
	Do children know that the Bible is a collection of writings from many different times?																		
Lesson 3	Can children identify some of the different literary genres in the Bible?																		
	Do children know that writers write in different ways for different purposes?																		
	Can children explain why they find a section of the Bible interesting?																		
Lesson 4	Do children know that there are many different translations of the Bible?																		
	Can children explain why the Bible is still relevant to Christians today?																		
	Are children able to evaluate and discuss Bible verses and what they mean?																		
Lesson 5	Do children understand the difference between literacy and figurative truth?																		
	Can children recognise the emotions experienced by other people and the reasons for those emotions?																		
	Can children reflect on their own emotions in relation to a story?																		

# Why is Muhammad important to Muslims? : Year 5

Why is Muhammad important to Muslims?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>RE</b>																				
Lesson 1	Can children explain who Muhammad was and when he lived?																			
	Can children explain why he is called the messenger of God?																			
	Can children explain how the Qur'an was first written?																			
Lesson 2	Can children place Muhammad in a historical context?																			
	Can children explain what Muhammad was like?																			
	Can children understand the impact Muhammad has had on world history?																			
Lesson 3	Do children understand that Muslims believe the Qur'an to be the literal voice of God?																			
	Can children explain some of the ideas and teaching within the Qur'an?																			
	Do children understand Muhammad's role as a messenger of God?																			
Lesson 4	Do children know what the Hadith are?																			
	Can children explain how Muhammad affects a Muslim's daily life?																			
	Can children describe some of the moral beliefs of Muslims?																			
Lesson 5	Can children explain why Muhammad is a role-model for Muslims?																			
	Can children compare Muhammad as a role-model to inspirations in their own lives?																			
	Can children identify sources of their own values and commitments?																			

# RE Assessment Grid : Jewish Worship and Community : Year 5/6

Jewish Worship and Community																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Can children identify some of the key aspects of worship in Judaism?																			
	Can children use appropriate vocabulary when discussing aspects of Jewish worship?																			
	Can children discuss similarities and differences between Jewish worship and worship in other religions?																			
Lesson 2	Can children explain that for many people prayer is a powerful and meaningful experience?																			
	Do children know that there are different types and ways of praying?																			
	Can children interpret Jewish prayers and suggest their meaning?																			
Lesson 3	Can children identify and talk about their role in communities?																			
	Do children know some of the rituals relating to becoming a member of the Jewish community?																			
	Do children know that living in a community gives both responsibility and support?																			
Lesson 4	Do children understand the beliefs that cause people to behave in particular ways?																			
	Can children describe what 'tzedakah' is?																			
	Can children identify ways in which religious beliefs affect communities locally and worldwide?																			
Lesson 5	Do children understand that religious beliefs and ideas are expressed in different forms?																			
	Can children describe some of the features of worship in Judaism?																			
	Can children explain why members of the Jewish community value their Jewish identity?																			

# RE Assessment Grid : Buddhist Worship and Beliefs : Year 5/6

Buddhist Worship and Beliefs																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
<b>RE</b>																				
<b>Lesson 1</b>	Can children explain what Buddhism is and how/when it began?																			
	Do children understand the story of how Prince Siddhartha became Buddha?																			
	Do children recognise that Buddhists do not worship a god like most other world religions?																			
<b>Lesson 2</b>	Do children know what the Three Universal Truths are?																			
	Do children know what the Five Moral Precepts are?																			
	Can children discuss their own opinions about what is right and wrong?																			
<b>Lesson 3</b>	Do children understand what the Four Noble Truths are?																			
	Do children know what the Eightfold Path is?																			
	Can children use their own words to explain these Buddhist terms?																			
<b>Lesson 4</b>	Can children explain what karma is?																			
	Can children explain what reincarnation is?																			
	Can children offer their own opinions about these Buddhist beliefs?																			
<b>Lesson 5</b>	Do children know where Buddhists worship?																			
	Can children know how Buddhists worship?																			
	Can children explain what happens during Vesak celebrations?																			
<b>Lesson 6</b>	Can children explain some of the different ways in which Buddhists worship?																			
	Do children know what some of the symbols associated with Buddhism represent?																			
	Can children discuss the ways in which Buddhist worship is similar or different to worship in other religions?																			



# RE Assessment Grid : Stories of Christianity : Year 5/6

<h2 style="margin: 0;">Stories of Christianity</h2>																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
RE																			
Lesson 1	Can children recall some main facts about Christianity?																		
	Can children name and retell a variety of key Bible stories?																		
	Do children understand that the Bible itself tells a story?																		
Lesson 2	Do children know that stories in the Bible contain messages for the reader?																		
	Can children identify the main messages in the story of Ruth and Naomi?																		
	Do children know that many of the stories in the Bible are interlinked?																		
Lesson 3	Can children retell the story of Daniel?																		
	Can children identify the main messages in the story of Daniel?																		
	Can children relate the story of Daniel to persecuted Christians today?																		
Lesson 4	Do children understand the difference between the Old and New Testaments?																		
	Do children know what a parable is?																		
	Can children read some of the parables told by Jesus and identify the underlying lesson?																		
Lesson 5	Do children understand what baptism is?																		
	Do children know where the practice of baptism began?																		
	Can children identify some of the ways in which different denominations practise baptism?																		
Lesson 6	Do children know who Paul was and that he underwent a transformation?																		
	Do children know that Paul wrote many letters to the early church which now form parts of the New Testament?																		
	Can children explain why Paul is such an important figure in the Bible?																		

# RE Assessment Grid : Belief In Our Community : Year 5/6

Belief In Our Community																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
RE																			
Lesson 1	Can children decide on some beliefs that are shared by your school community?																		
	Do children understand that many people consider 'beliefs' and 'faith' to be different things?																		
	Can children find out about religious and non-religious communities in their local area?																		
Lesson 2	Can children consider how being a member of a religious community can affect daily life?																		
	Can children explain how being a member of a religious community helps people make decisions?																		
	Can children describe positive aspects of membership of a community in their local area?																		
Lesson 3	Can children describe the achievements of inspirational figures?																		
	Can children describe ways in which inspirational figures attribute their successes to their beliefs?																		
	Can children identify attributes of well-known people that they find inspirational?																		
Lesson 4	Can children give examples of non-religious or multi-faith communities in their local area?																		
	Can children explain some of the shared beliefs of nonreligious communities?																		
	Can children consider the difficulties faced by religious members of non-religious communities?																		
Lesson 5	Can children think about a time when they had difficulty living up to their own beliefs?																		
	Can children give some reasons why it is hard for young people to live up to some religious beliefs?																		
	Can children suggest how young people might cope with pressure to behave in a manner not according to their beliefs?																		

# RE Assessment Grid : Stories of Hinduism : Year 5/6

<h2 style="margin: 0;">Stories of Hinduism</h2> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Term:</div> </div>											
<b>RE</b>											
<b>Lesson 1</b>	Can children recall some main facts about Hinduism?										
	Can children compare elements of Hinduism with their own beliefs?										
	Do children understand that Hindus believe there is one God who takes many forms?										
<b>Lesson 2</b>	Can children say who Krishna was?										
	Can children discuss the themes and messages in the two Hindu stories?										
	Can children think of their own 'big questions' to answer?										
<b>Lesson 3</b>	Can children give examples of how and why they work hard?										
	Can children discuss the themes and messages in the two Hindu stories?										
	Can children relate the messages taught in these stories to their own lives?										
<b>Lesson 4</b>	Can children recall the events and themes in the story of Ajamil?										
	Can children think of reasons to back up their arguments?										
	Can children listen to the views of others?										
<b>Lesson 5</b>	Can children say what the Hindu teaching on the truth is?										
	Can children recall the events and themes in the story of Why Speak the Truth?										
	Do children understand that telling the truth can be a difficult thing to do?										

# RE Assessment Grid : What is a church? : Year 6

What is a church?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Can children explain in their own words that churches are buildings but they are also a community of people?																			
	Can children describe some beliefs and actions of the apostles as described in Acts?																			
	Can children explain some of the risks and sacrifices endured by the apostles, giving reasons why they chose to endure them?																			
Lesson 2	Do children understand that a church is a building, but it is also a community of people with the same religious beliefs?																			
	Can children suggest reasons for features of churches or aspects of worship that reflect local culture?																			
	Can children identify common features of all churches?																			
Lesson 3	Can children describe how Christians might feel when they come to a church to worship?																			
	Can children describe ways in which church buildings are designed to structure and support worship?																			
	Can children express their own ideas about reflection, thanksgiving or remembrance, either religious or nonreligious?																			
Lesson 4	Can children explain what the Bible says about helping others in a community?																			
	Can children identify ways in which church buildings are used to serve communities?																			
	Can children identify ways in which churches organise activities and events which serve communities?																			
Lesson 5	Can children describe some ways in which Christians connect with other Christians globally?																			
	Can children describe activities of local churches which connect with the wider, global Christian community?																			
	Can children consider ways in which their own communities have global links?																			
Lesson 6	Can children reflect on their learning about the church?																			
	Can children describe their own thoughts and those of others?																			
	Can children synthesise the views of others and describe them in their own words?																			

# RE Assessment Grid : What is the Qur'an? : Year 6

What is the Qur'an																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Do children understand the word 'sacred'?																			
	Can children explain some of the ways in which the Qur'an is revered by Muslims and why?																			
	Can children reflect on what is important in their own lives?																			
Lesson 2	Do children know some of the characteristics of God as shown in the Qur'an?																			
	Can children explain what the 'Bismillah' is and what this shows about Islamic beliefs about God?																			
	Can children reflect on their own ideas about the characteristics of God?																			
Lesson 3	Do children know that Muslims' behaviour is influenced by the Qur'an?																			
	Can children suggest other texts that influence their or others' behaviour?																			
	Can children suggest similarities and differences between guidance from the Qur'an and other religious texts?																			
Lesson 4	Do children know that Muslims study the Qur'an in order to understand their faith?																			
	Can children give reasons why Muslim parents want their children to learn about their religion?																			
	Can children make connections with the hopes that the adults in their lives have for them?																			
Lesson 5	Can children summarise their knowledge of why the Qur'an is important to Muslims?																			
	Can children communicate their knowledge and understanding in a variety of ways?																			
	Can children use specialist vocabulary in communicating their knowledge and understanding?																			

# RE Assessment Grid : Expressing faith through the arts : Year 6

Expressing faith through the arts																				
RE																				
Lesson 1	Can children use drama to show their understanding of how people express their feelings?																			
	Do children know why religious people sometimes choose to express their faith through the arts?																			
	Can children describe how emotions can be portrayed through a variety of media?																			
Lesson 2	Do children know that religious beliefs, ideas and feelings can be expressed through music?																			
	Do children know that religious music is often taken directly from scripture?																			
	Can children express their own religious ideas through music?																			
Lesson 3	Can children explain the meaning of vestments and colours in many churches?																			
	Can children identify and explain the significance of some Christian symbols?																			
	Can children identify how and why colours and symbols are used in different Christian festivals?																			
Lesson 4	Can children suggest reasons why believers choose to express religious beliefs and ideas through art?																			
	Do children understand that artwork can be sacred and spiritual to believers?																			
	Can children express their own religious ideas through artwork?																			
Lesson 5	Can children explain the importance of calligraphy and arabesque art to Muslims?																			
	Can children explain the significance of the design of a prayer mat?																			
	Can children evaluate how art is used differently in Christianity and Islam?																			
Lesson 6	Can children discuss how drama can be used as a way to reinforce religious beliefs and teachings?																			
	Do children understand why some religious people use drama to re-tell religious stories?																			
	Can children use drama or aspects of drama to express religious ideas?																			

# RE Assessment Grid : Sikh Worship and Community : Year 5/6

Sikh Worship and Community																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
RE																				
Lesson 1	Do children know where and when Sikhism began?																			
	Can children describe what Sikhs believe?																			
	Can children describe some of the features of Sikh worship?																			
Lesson 2	Can children explain what prayer is in their own words?																			
	Can children explain how Sikhs worship through prayer?																			
	Do children know what the Mool Mantar is and what it represents in Sikhism?																			
Lesson 3	Can children describe the Sikh naming ceremony?																			
	Can children describe the Amrit ceremony?																			
	Can children relate the welcoming of children into the Sikh community with their own experiences of joining a group or community?																			
Lesson 4	Can children describe what the langar is and how the tradition of communal meals began?																			
	Do children know why Sikhs take part in the langar?																			
	Can children explain what the langar shows about Sikh beliefs?																			
Lesson 5	Do children know what 'sewa' is and why it is important to Sikhs?																			
	Do children know what the three different aspects of sewa are?																			
	Can children identify ways in which they could perform good deeds to help others?																			

# RE Assessment Grid : What happens when we die? : Year 5

What happens when we die?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Do children recognise that loss and sadness are shared human experiences?																			
	Can children express their own ideas about loss and death?																			
Lesson 2	Can children explore and compare funeral traditions in different religions and communities?																			
	Can children explain some ways in which some funeral traditions offer comfort for those experiencing a bereavement?																			
Lesson 3	Can children express their own ideas about what happens when a person dies?																			
	Can children explore the ideas of others regarding what happens when a person dies?																			
Lesson 4	Can children discuss ways in which prayer and talk can help people express their feelings?																			
	Do children recognise that difficult ideas and feelings can be expressed artistically?																			
Lesson 5	Can children explore some ways in which people who have died are remembered during funerals, ceremonies and other religious services?																			
	Can children explain why remembering a person who has died can help those suffering bereavement?																			
	Can children think of some ways to remember a person who has died?																			