

RE Assessment Grid : Our Wonderful World : Year 1

Our Wonderful World																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Can children identify things that are amazing?																		
	Do children understand people may have different views?																		
	Can children explain why something in the world is amazing?																		
Lesson 2	Can children retell a version of the creation story?																		
	Can children say how the three creation stories are similar?																		
	Do children understand different people believe different things?																		
Lesson 3	Can children retell a version of the creation story?																		
	Can children compare the creation stories?																		
	Do children understand different people believe different things?																		
Lesson 4	Can children retell a section of a creation story?																		
	Can children compare how the sky and Heaven were represented in different creation stories?																		
	Can children explain what paradise might be like?																		
Lesson 5	Can children retell a section of a creation story?																		
	Can children compare how plants were represented in different creation stories?																		
	Can children explain why they think plants were created?																		
Lesson 6	Can children retell a section of a creation story?																		
	Can children compare how animals and people were represented in different creation stories?																		
	Can children explain why they think animals and people were created?																		

RE Assessment Grid : Special Books : Year 1

Special Books																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
RE																			
Lesson 1	Can children say which books are important to them?																		
	Can children explain how they look after books?																		
	Do children understand that different people have different special books?																		
Lesson 2	Can children say which books are important to them?																		
	Can children identify some books that are special to different religions?																		
	Do children understand that religious books need to be treated with respect?																		
Lesson 3	Can children say which books are important to Jews?																		
	Can children explain how the Torah is looked after?																		
	Do children understand that religious books need to be treated with respect?																		
Lesson 4	Can children say which books are important to Christians?																		
	Can children explain how the Christian Bible is looked after?																		
	Do children understand that religious books need to be treated with respect?																		
Lesson 5	Can children say which books are important to Muslims?																		
	Can children explain how the Qur'an is looked after?																		
	Do children understand that religious books need to be treated with respect?																		

RE Assessment Grid : What do Hindus celebrate? : Year 1/2

What do Hindus celebrate?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Do children know that Hinduism is one of the main world religions?																		
	Do children know about some of the basic Hindu beliefs?																		
	Do children know that Hindus worship many gods and goddesses?																		
Lesson 2	Do children know that Hindus have different ceremonies when they are growing up?																		
	Do children know that these ceremonies are called samskaras?																		
	Can children describe some of the samskaras in a Hindu's childhood?																		
Lesson 3	Do children know what a Hindu wedding ceremony is like?																		
	Do children know what Hindu wedding celebrations are like?																		
	Can children compare a Hindu wedding to the weddings of people of other faiths and cultures?																		
Lesson 4	Do children know what Divali is?																		
	Can children re-tell the story of Rama and Sita?																		
	Do children know some of the customs and traditions associated with a Hindu Divali celebration?																		
Lesson 5	Do children know that Raksha Bandhan is a festival that celebrates the relationship between siblings?																		
	Can children describe some of the ways in which Raksha Bandhan is celebrated by Hindus?																		
	Can children think of people in their own lives they look out for and who look out for them in return?																		
Lesson 6	Do children know what Ganesh Chaturthi is?																		
	Can children describe some of the ways in which Hindus celebrate Ganesh Chaturthi?																		
	Can children describe what the god Ganesh looks like?																		

RE Assessment Grid : Christmas Celebrations : Year 2

Christmas Celebrations																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
RE																			
Lesson 1	Can children name and identify a variety of types of celebrations?																		
	Do children know that most religions celebrate things that are important to them?																		
	Can children describe some of the features of different celebrations?																		
Lesson 2	Do children know that Christmas is a Christian festival?																		
	Can children retell the main parts of the nativity story?																		
	Do children understand why Christmas is an important festival for Christians?																		
Lesson 3	Can children remember the main parts of the nativity story?																		
	Do children know some of the ways in which Christians celebrate Christmas?																		
	Can children identify similarities and differences in the ways most Christians and non-Christians celebrate Christmas?																		
Lesson 4	Do children know that Christmas is celebrated in lots of different countries all over the world?																		
	Can children identify and describe some of the different ways in which Christmas is celebrated by Christians around the world?																		
	Can children identify that many of the traditions of Christmas are based on culture rather than religion?																		
Lesson 5	Do children understand that Christmas is a Christian festival that is also celebrated by other people?																		
	Can children describe the main features of a Christian Christmas?																		
	Can children demonstrate their understanding of Christmas in a variety of ways?																		

RE Assessment Grid : What do Muslims celebrate? : Year 1/2

What do Muslims celebrate?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Do children understand that Muslims follow the religion Islam?																		
	Can children explain who Muhammad was?																		
	Can children say what Muslims remember on the Islamic New Year?																		
Lesson 2	Do children know the Day of Ashura happens after the Islamic New Year?																		
	Can children name two Prophets of Islam?																		
	Do children know where Muslims go to worship?																		
Lesson 3	Can children explain how some Muslims celebrate the Prophet Muhammad's birthday?																		
	Do children understand why the Prophet Muhammad is important for Muslims?																		
	Do children know what the Qur'an is and why it is important for Muslims?																		
Lesson 4	Do the children know that Ramadan is an important part of Islam?																		
	Can the children say something Muslims do during Ramadan?																		
	Can the children say which book Muslims read from during the Taraweeh Prayers?																		
Lesson 5	Can children say the event Eid marks the end of?																		
	Can children explain how Muslims celebrate Eid?																		
	Do children understand why Muslims give money to charity during Eid?																		
Lesson 6	Do children understand what a pilgrimage is?																		
	Can children explain where Muslims travel to on their pilgrimage?																		
	Can children remember information about each Muslim celebration?																		

RE Assessment Grid : Who was Buddha? : Year 1/2

Who was Buddha?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Do children know that Buddhism is a major world religion that originated in North India?																		
	Can children retell the story of Siddhartha Gautama?																		
	Can children identify what was of concern in the story and reflect on why?																		
Lesson 2	Can children recognise some Buddhist symbols and explain their meaning?																		
	Do children understand these symbols are important?																		
	Can children explain why Buddha was special?																		
Lesson 3	Can children retell the story in their own words?																		
	Can they explain the significance of key moments in the story?																		
	Can children explain what the significance of the story is for Buddhists?																		
Lesson 4	Can children explain what the symbol of the wheel of life represents?																		
	Are children able to think of actions and behaviours that are in accordance with the eight rules for life?																		
	Do children understand some of the key concepts and vocabulary relating to Buddhism that have been taught so far?																		
Lesson 5	Can children identify some distinctive features of Buddhist places of worship?																		
	Do children know why Buddhists meditate?																		
Lesson 6	Do children know the reasons why Vesak is celebrated?																		
	Can children explain some of the ways in which Vesak is celebrated?																		
	Can children identify similarities and differences of Vesak and other religious festivals?																		

RE Assessment Grid : Jewish Celebrations : Year 3

Jewish Celebrations																			
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"/>																			
RE																			
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 : Sikh Rites of Passage : Year 3/4

Sikh Rites of Passage																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	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?																		
Lesson 2	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?																		
Lesson 3	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?																		
Lesson 4	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?																		
Lesson 5	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 : Islamic Rites of Passage : Year 3/4

Islamic Rites of Passage																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	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?																		
Lesson 2	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?																		
Lesson 3	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?																		
Lesson 4	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?																		
Lesson 5	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 : Why is Easter important to Christians? : Year 4

Why is Easter important to Christians?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Can children talk about the fact that the crowd welcomed Jesus because he was the Messiah?																		
	Can children recount the story of Palm Sunday?																		
	Can children explore the feelings of Jesus as he faced death?																		
Lesson 2	Do children understand what Jesus was trying to tell his disciples at the Last Supper?																		
	Can children explain why Jesus described himself as a servant?																		
	Do children understand what the Eucharist is?																		
Lesson 3	Can children retell the main events of the Garden of Gethsemane?																		
	Can children begin to understand the emotions involved in the events leading up to Jesus' death?																		
	Can children express their ideas in a variety of ways?																		
Lesson 4	Can children describe the events of the crucifixion?																		
	Can children talk about the feelings of the disciples, Jesus, his friends and family?																		
	Can children explain some of the reasons why Jesus was put to death?																		
Lesson 5	Can children talk about the resurrection and give reasons why Christians believe in life after death?																		
	Can children explain the symbolism of the cross and crucifix for some Christians?																		
	Can children interpret the different responses of people involved in the resurrection of Jesus?																		
Lesson 6	Can children describe the main events of Holy Week?																		
	Do children understand what the word 'Messiah' means?																		
	Can children interpret different understandings of the role of the Messiah?																		

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

Identity and Belonging																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
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 : Buddhist Worship and Beliefs : Year 5/6

Buddhist Worship and Beliefs																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	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?																		
Lesson 2	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?																		
Lesson 3	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?																		
Lesson 4	Can children explain what karma is?																		
	Can children explain what reincarnation is?																		
	Can children offer their own opinions about these Buddhist beliefs?																		
Lesson 5	Do children know where Buddhists worship?																		
	Can children know how Buddhists worship?																		
	Can children explain what happens during Vesak celebrations?																		
Lesson 6	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 Hinduism : Year 5/6

Stories of Hinduism																	
Group:		Year:		Term:													
RE																	
Lesson 1	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?																
Lesson 2	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?																
Lesson 3	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?																
Lesson 4	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?																
Lesson 5	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 : Belief In Our Community : Year 5/6

Belief In Our Community																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
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 : 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 : Sikh Worship and Community : Year 5/6

Sikh Worship and Community																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input 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?														