

RE Assessment Grid : Why do Christians give gifts at Christmas : Year 1

Why do Christians give gifts at Christmas																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Can children identify aspects of their own experience and feelings in relation to giving and receiving presents?																			
	Can children identify what they feel to be of value and explain why?																			
	Can children use words and pictures to describe a present that is special to them?																			
Lesson 2	Do children understand the story of the birth of Jesus?																			
	Can children explain why they think the wise men gave gifts to the baby Jesus?																			
	Do children know that the concepts of giving and receiving are important in Christianity?																			
Lesson 3	Do children know that the wise men brought baby Jesus gifts of gold, frankincense and myrrh?																			
	Can children offer suggestions for what a Christian might give baby Jesus as a gift?																			
	Do children know the significance of giving and receiving gifts for Christians?																			
Lesson 4	Can children talk about why giving presents is an important idea for Christians?																			
	Can children relate giving presents at Christmas to the gifts that were given to Jesus?																			
	Do children understand that some gifts are 'invisible' but are still important?																			
Lesson 5	Do children know that Jesus is important to Christians because he is the son of God?																			
	Can children suggest some things that Jesus brought to the world (e.g. love, hope, etc.)?																			
	Do children know that not all people who give and receive gifts at Christmas are Christians and that some people do not give or receive gifts at all at this time of year?																			

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 did Jesus teach us? : Year 1/2

What did Jesus teach us?																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
RE																			
Lesson 1	Do children know that Jesus lived a long time ago?																		
	Can children describe the events in the life of Jesus?																		
	Do children know that Christians believe Jesus is the Son of God?																		
Lesson 2	Do children know that a parable is a story that teaches a lesson?																		
	Can children describe the story of the lost son?																		
	Do children know that Christians believe Jesus taught the parable of the lost son to show that God rejoices when people come back to him?																		
Lesson 3	Do children know that Jesus often taught through parables?																		
	Can children describe the parable of the good Samaritan?																		
	Can children describe the message Jesus was teaching through this parable?																		
Lesson 4	Do children know some of the ways in which Jesus taught his followers?																		
	Do children know why the Sermon on the Mount is important for Christians?																		
	Can children describe what the Lord's Prayer is?																		
Lesson 5	Do children know that Jesus taught people through his actions?																		
	Do children know that Jesus was kind and helpful to the people who needed him the most?																		
	Do children know that Christians believe Jesus performed miracles to heal people?																		
Lesson 6	Can children recall stories about Jesus?																		
	Can children think of words to describe what Jesus was like?																		
	Can children summarise what Jesus taught us?																		

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 : 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 : Leaders and Teachers : Year 2

Leaders and Teachers																			
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 describe some of the responsibilities of leaders they know of?																		
	Can children find out about leaders in their school?																		
	Can children describe a time when they were a leader?																		
Lesson 2	Can children describe some of the responsibilities of leaders?																		
	Can children identify which responsibilities they might enjoy and which might be difficult?																		
	Can children explain what makes a good leader?																		
Lesson 3	Can children identify some leadership qualities of an historical religious figure?																		
	Can children explain the life and teachings of an historical religious figure in their own words?																		
	Can children describe some things that are written about, and by, leaders in special books?																		
Lesson 4	Do children know the names and religions of some global religious leaders?																		
	Can children find out about the role of a significant religious leader?																		
	Can children explain or show what they have learned about a significant religious leader?																		
Lesson 5	Can children describe a religious leader in their local area?																		
	Can children name the clothes, books and places of worship of religious leaders?																		
	Can children explain what they have learned from religious leaders?																		

RE Assessment Grid : Christmas Celebrations : Year 2

Christmas Celebrations																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
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 : Who was Buddha? : Year 1/2

Who was Buddha?																				
Group:		Year:		Term:																
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 : Why is the Torah special? : Year 1/2

Why is the Torah special?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	Do children know that Judaism is a religion?																			
	Do children know that Abraham is known as the founder of Judaism?																			
	Can children understand and re-tell the story of Abraham in a variety of ways?																			
Lesson 2	Do children know that Jews believe Moses was given the Torah by God on Mount Sinai?																			
	Do children know what the Ten Commandments are?																			
	Can children describe rules they have to obey at home or at school?																			
Lesson 3	Do children know what the Torah is?																			
	Can children explain why the Torah is important to Jews?																			
	Can children describe some of the ways in which the Torah is treated by Jews today.																			
Lesson 4	Do children know that the Torah contains different types of writing, including stories?																			
	Do children know that the story of David and Goliath is an example of a story from the Torah?																			
	Can children suggest what the story of David and Goliath teaches Jews about God?																			
Lesson 5	Do children know that the Torah provides rules for Jews to live by?																			
	Do children know that some laws in the Torah tell Jews what they should and shouldn't eat?																			
	Can children identify some foods that are kosher and non-kosher?																			
Lesson 6	Do children know that the Torah teaches Jews how they should treat other people?																			
	Can children describe some of the ways in which Jews help others?																			
	Can children relate this to their own experiences of helping others?																			

RE Assessment Grid : Christian Rites of Passage : Year 2

<h2 style="margin: 0;">Christian Rites of Passage</h2>																			
<div style="display: flex; justify-content: space-around; margin: 0;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px;">Term:</div> </div>																			
RE																			
Lesson 1	Can children explain what a rite of passage is?																		
	Can children distinguish between major events and insignificant events?																		
	Can children explain how major events in life can change you?																		
Lesson 2	Can children explain what a baptism is?																		
	Can children explain what happens at a baptism ceremony?																		
	Can children recognise symbols and objects significant to a baptism ceremony?																		
Lesson 3	Can children explain what Holy Communion is?																		
	Can children describe what happens at a Holy Communion ceremony?																		
	Can children explain what the bread and wine symbolises and why they are important?																		
Lesson 4	Can children explain what a wedding ceremony is and why it is a rite of passage?																		
	Can children explain what happens at a Christian wedding?																		
	Can children explain who is involved in a Christian wedding and why they are important?																		
Lesson 5	Can children explain why death is a rite of passage?																		
	Can children explain what happens at a Christian funeral?																		
	Can children explain what they think happens when you die?																		

RE Assessment Grid : What do Sikhs believe? : Year 1/2

What do Sikhs believe?																				
Group:		Year:		Term:																
RE																				
Lesson 1	Do children know that Sikhism is one of the main world religions?																			
	Can children retell the story of Guru Nanak?																			
	Do children know about some of the basic Sikh beliefs?																			
Lesson 2	Do children know that religions have core beliefs?																			
	Can children explain what it means to be equal?																			
	Do children understand the link between rights and responsibilities?																			
Lesson 3	Do children know that religions have core beliefs?																			
	Can children explain what meditation is?																			
	Do children understand why it is important to give their brain quiet time for thinking?																			
Lesson 4	Do children know some of the Sikh core beliefs?																			
	Can children explain why it is important to work hard?																			
	Can children explain why it is important to live honestly?																			
Lesson 5	Do children know the Sikh core beliefs?																			
	Can children explain why it is important to share?																			
	Can children explain why Sikhs have a community kitchen?																			

RE Assessment Grid : Signs and Symbols : Year 3

<h2 style="margin: 0;">Signs and Symbols</h2>																			
RE																			
Lesson 1	Can children identify the meanings of everyday signs and symbols?																		
	Can children identify objects of symbolic importance to them?																		
	Do children know that symbols in religion are often open to interpretation?																		
Lesson 2	Can children explain why the Passover meal is significant for Jews?																		
	Can children explain how food can remind them of special events?																		
	Can children make connections between their personal experience and the experience of people in a religious context?																		
Lesson 3	Do the children understand the difference between literal and non-literal meanings of metaphors?																		
	Can children use metaphors to convey a meaning?																		
	Can children explain how religions use metaphors to convey beliefs and ideas?																		
Lesson 4	Do children know that God is ascribed different characteristics in different religions?																		
	Can children identify the reasons for some symbolic actions?																		
	Can children explain their own views on what they think God is like?																		
Lesson 5	Can children identify signs and symbols in a place of worship?																		
	Can children explain what signs and symbols in a place of worship represent?																		
	Do children know that signs and symbols are not just limited to objects?																		

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

Jewish Celebrations																				
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 : 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 : Christmas Journeys : Year 4

<h2 style="margin: 0;">Christmas Journeys</h2>																			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Term:</div> </div>																			
RE																			
Lesson 1	Do children know that journeys are a common theme in many religious stories?																		
	Can children retell some religious stories with the theme of journeys?																		
	Can children describe what these stories teach people?																		
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 : 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 : Buddhist Festivals : Year 4

Buddhist Festivals																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
RE																				
Lesson 1	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?																			
Lesson 2	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?																			
Lesson 3	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?																			
Lesson 4	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?																			
Lesson 5	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"/>																
RE																				
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"/>																
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 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>											
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 : 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?																			