



End of Key Stage Colour-coded descriptors in Discovery RE

"WORKING AT" expectation. Most children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Year 1

Christianity

Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?
WORKING TOWARDS (Level 1)	I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.
Year 1 expectation WORKING AT (Level 2)	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.
WORKING BEYOND (Level 3)	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why he is special to them. (Incarnation).

Year 1 Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
WORKING TOWARDS (Level 1)	I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.
Year 1 expectation WORKING AT (Level 2)	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.
WORKING BEYOND (Level 3)	I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..

Year 1 Autumn 1	Does God want Christians to look after the world?
WORKING TOWARDS (Level 1)	I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.
Year 1 expectation WORKING AT (Level 2)	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.
WORKING BEYOND (Level 3)	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.

Judaism

Year 1 Summer 2	Are Rosh Hashanah and Yom Kippur important to Jewish children?
WORKING TOWARDS (Level 1)	I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.
Year 1 expectation WORKING AT (Level 2)	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.
WORKING BEYOND (Level 3)	I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.

Year 1 Optional	Does celebrating Chanukah make Jewish children feel closer to God?
WORKING TOWARDS (Level 1)	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.
Year 1 expectation WORKING AT (Level 2)	I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.
WORKING BEYOND (Level 3)	I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.

Year 1 Summer 1	Is Shabbat important to Jewish children?
WORKING TOWARDS (Level 1)	I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.
Year 1 expectation WORKING AT (Level 2)	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.
WORKING BEYOND (Level 3)	I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.

Year 2

Christianity

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?
WORKING TOWARDS (Level 1)	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.
Year 2 expectation WORKING AT (Level 2)	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.
WORKING BEYOND (Level 3)	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).

Year 2 Autumn 2	Why do Christians believe God gave Jesus to the world?
WORKING TOWARDS (Level 1)	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.
Year 2 expectation WORKING AT (Level 2)	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.
WORKING BEYOND (Level 3)	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.

Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion?
WORKING TOWARDS (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.
Year 2 expectation WORKING AT (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
WORKING BEYOND (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.

Islam

Year 2 Spring 1	Does praying at regular intervals help a Muslim in his/her everyday life?
WORKING TOWARDS (Level 1)	I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.
Year 2 expectation WORKING AT (Level 2)	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.
WORKING BEYOND (Level 3)	I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.

Year 2 Summer 1	Does going to a mosque give Muslims a sense of belonging?
WORKING TOWARDS (Level 1)	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.
Year 2 expectation WORKING AT (Level 2)	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.
WORKING BEYOND (Level 3)	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?
WORKING TOWARDS (Level 1)	I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.
Year 2 expectation WORKING AT (Level 2)	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.
WORKING BEYOND (Level 3)	I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.

Year 3

Christianity

Year 4 Summer 2	Do people need to go to church to show they are Christians?
WORKING TOWARDS	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.
(Level 2)	
Year 4 expectation	
WORKING AT	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.
(Level 3)	
WORKING BEYOND	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.
(Level 4)	

Year 3 Autumn 2	Has Christmas lost its true meaning??
WORKING TOWARDS	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.
(Level 2)	
Year 3 expectation	
WORKING AT	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.
(Level 3)	
WORKING BEYOND	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.
(Level 4)	

Year 3 Spring 2	What is 'good' about Good Friday?
WORKING TOWARDS	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.
(Level 2)	
Year 3 expectation	
WORKING AT	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
(Level 3)	
WORKING BEYOND	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.
(Level 4)	

Sikhism

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?
WORKING TOWARDS	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.
(Level 2)	
Year 3 expectation	
WORKING AT	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.
(Level 3)	
WORKING BEYOND	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks). I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.
(Level 4)	

Year 3 Summer 1	Do Sikhs think it is important to share?
WORKING TOWARDS	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.
(Level 2)	
Year 3 expectation	
WORKING AT	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.
(Level 3)	
WORKING BEYOND	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.
(Level 4)	

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?
WORKING TOWARDS	I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.
(Level 2)	
Year 3 expectation	
WORKING AT	I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.
(Level 3)	
WORKING BEYOND	I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.
(Level 4)	

Year 4

Buddhism

Year 4 Autumn 1	Is it possible for everyone to be happy?
WORKING TOWARDS	I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince.
(Level 2)	
Year 4 expectation WORKING AT	I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.
(Level 3)	
WORKING BEYOND	I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.
(Level 4)	

Year 4 Spring 1	Could the Buddha's teachings make the world a better place?
WORKING TOWARDS	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.
(Level 2)	
Year 4 expectation WORKING AT	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.
(Level 3)	
WORKING BEYOND	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.
(Level 4)	

Year 4 Summer 1	What is the best way for a Buddhist to lead a good life?
WORKING TOWARDS	I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.
(Level 2)	
Year 4 expectation WORKING AT	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
(Level 3)	
WORKING BEYOND	I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.
(Level 4)	

Judaism

Year 4 Autumn 1	How special is the relationship Jews have with God?
WORKING TOWARDS	I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.
(Level 2)	
Year 4 expectation WORKING AT	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.
(Level 3)	
WORKING BEYOND	I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.
(Level 4)	

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?
WORKING TOWARDS	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.
(Level 2)	
Year 4 expectation WORKING AT	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.
(Level 3)	
WORKING BEYOND	I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.
(Level 4)	

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?
WORKING TOWARDS	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.
(Level 2)	
Year 4 expectation WORKING AT	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.
(Level 3)	
WORKING BEYOND	I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.
(Level 4)	

Year 5

Christianity & Humanism

Year 5 Autumn 2	Is the Christmas story true?
WORKING TOWARDS	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.
(Level 3)	
Year 5 expectation	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
WORKING AT	
(Level 4)	
WORKING BEYOND	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.
WORKING BEYOND	
(Level 5)	

Year 5 Summer 2	What is the best way for a Christian to show commitment to God?
WORKING TOWARDS	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.
(Level 3)	
Year 5 expectation	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.
WORKING AT	
(Level 4)	
WORKING BEYOND	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
WORKING BEYOND	
(Level 5)	

Key Stage 2	How could Humanists lead good lives?
WORKING TOWARDS	I can start to express what empathy means. I can explain that Humanists care about how they treat others. I can start to express how a Humanist might act to show they can about other people.
(Level 2)	
Lower Key Stage 2 Expectation	I can tell you how I demonstrate my empathy for other people. I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy. I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.
WORKING AT	
(Level 3)	
WORKING BEYOND	I can talk about the empathy I feel for others and how I show that in how I treat people. I can explain some of the things that Humanists believe are important. I can discuss ways in which Humanists might follow the Golden Rule and how this would affect their lives. I can talk about what empathy means and how I show this in my life. I can explain and consider how I feel about some of the things that Humanists believe are important.
WORKING BEYOND	
(Level 4)	

Islam

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?
WORKING TOWARDS	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.
(Level 3)	
Year 6 expectation	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.
WORKING AT	
(Levels 4/5)	
WORKING BEYOND	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).
WORKING BEYOND	
(Level 5)	

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1
WORKING TOWARDS	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.
(Level 3)	
Year 6 expectation	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
WORKING AT	
(Levels 4/5)	
WORKING BEYOND	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.
WORKING BEYOND	
(Level 5)	

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2
WORKING TOWARDS	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.
(Level 3)	
Year 6 expectation	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
WORKING AT	
(Levels 4/5)	
WORKING BEYOND	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.
WORKING BEYOND	
(Level 5)	

Year 6

Christianity

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?
WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.
Year 6 expectation WORKING AT (Levels 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.
Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?
WORKING TOWARDS (Level 3)	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
WORKING BEYOND (Level 5)	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.
Year 6 Spring 1	Is anything ever eternal?
WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.
Year 6 expectation WORKING AT (Levels 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.

Hinduism

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.
Year 5 Spring 1	How can Brahman be everywhere and in everything?
WORKING TOWARDS (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
Year 5 expectation WORKING AT (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything.
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.
Year 5 Summer 1	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.
Year 5 expectation WORKING AT (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.