



Jerry Clay Academy: RE – Year Group Expectations

Year 1			
The beginning of the world	What makes some places scared?	Who is a Muslim and what do they believe? <i>Mosque Visit</i>	How should we care for other and the world?
<ul style="list-style-type: none"> • I can retell a creation story in words, drama or pictures • I can recognise that stories from the Bible matter to Christian people • I can use the vocabulary learned in RE to respond sensitively to the creation stories • I can describe what a Christian might believe about the beginnings of the earth • I can link up believing in a creation story with an idea about how to look after the world • I can ask some big questions about where we come from and why we live on such a beautiful earth • I can make a link between our behaviour and how the world is cared 	<ul style="list-style-type: none"> • I can say why places of worship are important to the local community and give reasons for your answers • I can identify objects in a church and say how they are used and what they mean to believers. • I can identify objects in a mosque and say how they are used and what they mean to believers • I can identify objects in a synagogue and say how they are used and what they mean to believers • I can talk about an object that is used in worship, saying how it is used and how it shows what people believe • I can ask appropriate and respectful questions of believers. 	<ul style="list-style-type: none"> • I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • I can re-tell a story about the life of the Prophet Muhammad • I can recognise some objects used by Muslims and suggest why they are important • I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel • I can find out about and respond with ideas to examples of cooperation between people who are different 	<ul style="list-style-type: none"> • I can give examples what Jesus said about the importance of people • I can identify two examples of religious believers caring for people • I can give simple reasons why Jesus told the story of the Good Samaritan • I can answer questions such as what would it be like if everyone followed the golden rule? • I can describe different ideas about what God might be like from reading the creation story • I can share my own creative ideas about what the creation story says about God



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Year 2				
What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	Who is a Christian and what do they believe? <i>Cathedral Visit</i>	Can we find the meaning of the symbols?	What can we learn from sacred books?
<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience • I can recognise symbols of belonging for Christians • I can recognise symbols of belonging for Jews or Muslims • I can think about why symbols of belonging matter to believers • I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean • I can identify two ways people show they belong to each other when they get married • I can respond to examples of co-operation between different people 	<ul style="list-style-type: none"> • I can describe how a festival is Celebrated • I can identify some ways Christians celebrate Easter • I can Describe what happens and what is being celebrated at Eid-ul Fitr • I can describe what happens during Ramadan • I can retell stories connected with Easter and say why these are important to Christians • I can consider questions such as how might these foods help people remember this festival? • I can think of reasons why some people choose to fast during Ramadan • I can give reasons why some people like to celebrate important events • I can give reasons why some people use music in celebrations 	<ul style="list-style-type: none"> • I can describe simply some Christian beliefs about God • I can describe simply some Christian beliefs about Jesus • I can retell a story that shows what Christians believe about God • I can share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong • I can talk about issues of good and bad, right and wrong related to the stories • I can ask some questions about believing in God • I can explain some ideas of my own about God 	<ul style="list-style-type: none"> • I can match some symbols to my faith and say what they represent • I can identify 3 symbols from Christianity and 3 from another faith, matching them to the two religions • I can recognise things which are special to someone from a particular religion and begin to explain why • I can describe some symbols used by Christians and those of another faith, and say how and why they are used. • I can list some simple similarities between what is special in two different religions • I can make a link between a religious symbol and how 	<ul style="list-style-type: none"> • I can Independently give reasons why a holy book is considered to be 'holy' • I can re-tell The Lost Sheep; suggest the meaning(s) of this story • I can re-tell the story of the Exodus • I can identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition • I can suggest a meaning for the story of Prophet Muhammad and the Black Stone • I can re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story • I can suggest answers to questions arising from the story of Jonah



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	<ul style="list-style-type: none">• I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events		someone of that religion worships (AT2).	<ul style="list-style-type: none">• I can ask and suggest answers to questions arising from The Lost Sheep• I can talk about issues of good and bad, right and wrong arising from the teachings• I can talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments• I can recognise that sacred texts contain stories which are special to many people and should be treated with respect• I can notice and respond sensitively to how people from different faiths still tell the story of Jonah today
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Year 3				
Why do people pray?	Why are festivals important?	Who is Jewish and what do they believe? <i>Jewish Temple Visit</i>	Why do some people think life is a journey?	What does it mean to be a Christian in Britain today?
<ul style="list-style-type: none"> • I can describe and outline some ways Christians pray, including using the Lord's Prayer. • I can describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an • I can make connections between what Christians, Muslims and others believe about prayer and what they do when they pray • I can describe ways in which prayer can comfort and challenge believers • I can describe and comment on similarities and differences between how Christians, Muslims and another religion • 	<ul style="list-style-type: none"> • I can make links between beliefs about Jesus and the celebration of Easter • I can make links between the symbols used by churches and Christians in holy week and the celebration of Easter • I can make links between the symbols on a seder plate and their meaning • I can Make links between the story of Lakshmi and practices at Divali • I can suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach • I can identify similarities and differences between the way two Christian denominations celebrate Easter • I can identify similarities and differences between 	<ul style="list-style-type: none"> • I can talk about how the mezuzah in the home reminds Jewish people about God • I can ask good questions about how Jewish artefacts are used and their meaning • I can talk about how Shabbat is a special day of the week for Jewish people • I can give some examples of what Jewish people might do to celebrate Shabbat • I can re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means 	<ul style="list-style-type: none"> • I can describe how life is seen as a journey by some people • I can think of reasons why some people have rituals to mark important life events • I can describe two different Christian celebrations of belonging/initiation • I can describe what happen at a Jewish Bar or Bat Mitzvah ceremony • I can describe the significance of the Hindu sacred thread ceremony • I can describe a wedding ceremony for two different religions • I can consider questions about the importance and significance to Christians of different forms of baptism 	<ul style="list-style-type: none"> • I can describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each • I can describe how one hymn or song shows specific Christian beliefs or teaching • I can describe two things that might be hard or a challenge about being a Christian • I can give reasons why Christians and others help other people • I can note similarities and differences between the reasons that religious people and on religious people give for helping people • I can describe an example of a Christian you have studied who helped



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	<p>the celebration of two festivals</p> <ul style="list-style-type: none">• I can identify some of the celebrations that form a part of my own life• I can make links between things that are important in our community and celebrations that are held or could be held		<ul style="list-style-type: none">• I can suggest reasons why some Christians baptise babies at birth and others have believer's baptism• I can suggest reasons why these ceremonies are significant to Jewish people	<p>others by his or her actions. Why did they do this?</p>
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Year 4				
What do people believe about God?	How is new life welcomed into the world?	What does it mean to be a Sikh? <i>Leeds Sikh Gurdwara Visit</i>	Why is the Bible important to Christians today?	What can we learn from religions about deciding right and wrong?
<ul style="list-style-type: none"> • I can describe some things we cannot see but do believe in. • I can give simple reasons for their own ideas and metaphors about God. • I can consider questions such as: what is God like? If God is invisible, can we imagine what God is like? • I can give simple reasons for their own views and ideas about God. • I can think of reasons why some people believe in God and some do not. • I can discover what Christians mean when they say 'Father, Son and Holy Spirit' for God • I can describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah 	<ul style="list-style-type: none"> • I can use religious or spiritual vocabulary accurately to describe an aspect of a birth ceremony • I can describe and re-tell a range of different birth ceremonies; • I can identify the impact that the naming ceremony has on the lives of those involved • I can identify why the birth of a baby is important; • I can identify the influences on their lives • I can make links between the beliefs of people from different faiths and my beliefs; • I can make links between the ceremonies and the actions of believers consider questions about believers' hopes for their baby's future 	<ul style="list-style-type: none"> • I can retell three key events from Guru Nanak's life in some detail • I can identify a Sikh belief and suggest two things that matter to a Sikh • I can respond sensitively to stories about people from the Sikh religion, noticing what matters to them • I can begin to identify the impact of events in Guru Nanak's life to beliefs of Sikhs • I can make a link between stories read and Sikh beliefs and behaviour • I can describe the importance of two main Sikh beliefs and say how they are shown through daily practice 	<ul style="list-style-type: none"> • I can describe what Christians and/or people from other religions believe makes their book sacred or holy. • I can describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' • I can describe some things that Christians find helpful about reading their Bible? • I can look for similarities and differences between their own ideas about God and some Christian ideas • I can find out more about the ways Christians think of God and see the world • I can describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. 	<ul style="list-style-type: none"> • I can describe what temptation is and how it can affect people's behaviour. • I can make links between stories about temptation examples of people being tempted now • I can describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • I can explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • I can give examples of how the ten commandments might



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<ul style="list-style-type: none">• I can describe the Shahadah, the Muslim statement of faith in one God• I can describe the symbolism of Hindu murtis / statues of the gods and goddesses.• I can describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.• I know some of the artefacts religious people might use when they talk to God or pray.• I can understand that prayer is a way religious believers believe they can communicate with God.• I can consider questions such as 'Why is it hard to talk about God?'• I can describe, with examples, the influence believing in God has on the lives of believers.	<ul style="list-style-type: none">• I can use a widening religious vocabulary to show my understanding the religious nature of birth ceremonies• I can use the vocabulary learned in RE to show my understanding of the specific ceremonies and the religion that practises them).	<ul style="list-style-type: none">• I can make links between religious people studied and the people they	<ul style="list-style-type: none">• I can describe Jesus' teaching about forgiveness.	<p>show Jewish people how to live.</p> <ul style="list-style-type: none">• I can explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.
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Year 5				
Is it better to express beliefs in art of charity?	If God is everywhere, why go a place of worship?	What does it mean to be a Hindu in Britain today? <i>Hindu Temple Visit</i>	What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	What does it mean to be a Muslim in Britain today?
<ul style="list-style-type: none"> • I can understand different reasons why some buildings are Sacred • I can consider, discuss and weigh up different views about why mosques are important. • I can consider, discuss and weigh up different views about why Christian sacred buildings are important. • I can consider, discuss and weigh up different views about why religious art is important. • I can suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • I can notice, list and explain similarities and differences 	<ul style="list-style-type: none"> • I can describe and explain differences within Anglican and Baptist churches • I can make links between Christian beliefs and features of these places of worship. • I can describe differences between worship in the home and at the mandir • I can describe the differences between different Jewish synagogues. • I can make links between Jewish beliefs and features of Jewish places of worship. • I can describe what places of worship are for • I can describe what people from different religions would say the most important function of their place of worship is # 	<ul style="list-style-type: none"> • I can describe puja and how it shows Hindu faith • I can make connections with some Hindu beliefs and teachings about aims and duties in life • I can describe some ways in which Hindus express their faith through puja, aarti and bhajans • I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes • I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others • I can describe how the life of Gandhi shows Hindu beliefs in action 	<ul style="list-style-type: none"> • I can describe Jesus' teaching on how his followers should live. • I can describe the 'mission' of Jesus and give examples of how this might mean Christians should live • I can interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth • I can describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. • I can explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. • I can use some examples of Christian text (scripture and prayer) to understand 	<ul style="list-style-type: none"> • I can make links between Muslim practice of the five pillars and Muslim beliefs about God • I can make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad • I can describe and reflect on how the Qur'an is significant to Muslims • I can describe and reflect on how other forms of guidance e.g. Hadith are significant to Muslims • I can compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • I can identify and explain connections between the main functions of the Mosque and Muslim beliefs



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<p>between different sacred buildings.</p> <ul style="list-style-type: none">• I can notice, list and explain similarities and differences between Christian and Muslim sacred buildings.• I can describe and make connections between examples of religious creativity in Muslim buildings• I can Describe why mosques matter to the Muslim Community• I can apply ideas about worship and belief for themselves in a creative activity, using Christian scripture• I can apply ideas about generosity from scriptures, Muslim and Christian, to the title question.• I can suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.	<ul style="list-style-type: none">• I can make links between Hindu beliefs and worship.• I can give examples of how places of worship are helpful to believers in difficult times• I can explain how and some people see the place of worship as being more about the people than the building		<p>the way Christians believe we should treat each other in modern times.</p> <ul style="list-style-type: none">• I can give examples of how following the example of Jesus might have on Christians and other communities• I can discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions	
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Year 6				
What happens when we die?	What is so special about marriage?	What matters most to Christians and Humanists? <i>Mirfield Community of Resurrection Visit</i>	Big Questions	Why do some people believe God exists?
<ul style="list-style-type: none"> • I can use a widening religious vocabulary to show that they understand the religious nature of funeral ceremonies • I can use the vocabulary learned in RE, to show their understanding of the specific ceremonies and the religion that practices them • I can apply my ideas of my own beliefs comparing and contrasting them to those studied • I can describe why a believer may wish to mark the end life with a particular religious ceremony • I know that similarities and differences in funeral ceremonies illustrate differences and similarities in belief 	<ul style="list-style-type: none"> • I can use a widening religious vocabulary to show that they understand the religious nature of marriage ceremonies • I can use the vocabulary learned in RE to show my understanding of the specific ceremonies and the religion that practises them • I can apply ideas from what I have learned to my own beliefs, comparing and contrasting them to those studied • I can describe why a couple may choose to get married using a particular religious ceremony • I know that similarities and differences in marriage ceremonies illustrate 	<ul style="list-style-type: none"> • I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • I can describe some Christian and Humanist values simply • I can express my own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied • I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<ul style="list-style-type: none"> • I can suggest answers to some of the Big Questions about the existence of God • I can consider reasons that people might believe or not believe in God • I can respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas • I can consider how facts, beliefs and opinions come about and how they are interpreted. 	<ul style="list-style-type: none"> • I can give several examples to show how believing in God can affect people's lives differently • I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • I can express my own ideas about theism, atheism and agnosticism. • I can consider how facts, beliefs and opinions come about and how they are interpreted. • I can respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.



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	differences and similarities in belief, and suggest reasons for this			
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