

## KEY STAGE ONE

Pupils should develop their knowledge and understanding of religions recognising their local, national and global contexts.

Pupils should use subject specific vocabulary.

Pupils should raise questions and begin to express their own views in response to their new knowledge they learn about and in response to questions about their ideas.

### 'I Can' Attainment Statements

	<b>AT1 Learning about religion</b> How pupils develop their knowledge, skills and understanding with reference to:			<b>AT2 Learning from religion</b> How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>	<b>I can</b>
Examples	<b>listen and respond</b> to religious stories	<b>communicate through talk or gesture</b> about a range of special objects/ places/people/practices	<b>use</b> some <b>basic</b> religious vocabulary that <b>reflects</b> the breadth of their experience	<b>show</b> awareness of things and people that matter to them and <b>link</b> this to learning in RE	<b>show</b> curiosity and interest in the world around them	<b>understand</b> what is right, what is wrong and <b>why</b>
	e.g. using nativity figures, props or costumes, play out the Christmas story	e.g. looking at a range of precious items, including those that are religious, talk about how to treat them with respect	e.g. role play a religious ceremony using appropriate religious language	e.g. draw a picture of a person, animal or object which they love and explain how they make them feel	e.g. as seasons change discuss how this could have happened	e.g. when listening to a faith story give responses to situations of right and wrong
End of Foundation	<b>remember</b> a Christian (Hindu, etc.) story and <b>talk</b> about it	<b>use</b> the right names for things that are special to Buddhists (Jews, etc)	<b>recognise</b> religious art, symbols and words and <b>talk</b> about them	<b>talk</b> about things that happen to me	<b>talk</b> about what I find interesting or puzzling	<b>talk</b> about what is important to me and to other people
Examples	e.g. talk about the story of Diwali	e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture	e.g. say "That is a Star of David" when my teacher shows me a picture	e.g. talk about how I felt when my baby brother was born	e.g. say "I like the bit when Krishna helped his friend"	e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel
	e.g. re-enact the story of Noah and the Ark and talk about the importance of the message of the rainbow for some believers	e.g. handle religious artefacts; role-play how they are used and how they are special for some people	e.g. find and match religious symbols and their meanings to each faith	e.g. using examples of club uniforms and religious clothes, talk about why these matter to them	e.g. look at pictures of our changing planet; respond by talking about/ drawing how they think the world might have been made	e.g. listen to the story of The Good Samaritan and role play the right and wrong way to treat each other
	<b>tell</b> a Christian (Sikh, etc.) story and <b>say</b> some things that people believe	<b>talk</b> about some of the things that are the same for different religious people	<b>say</b> what some Christian (Muslim, etc) symbols stand for and <b>say</b> what some of the art (music, etc) is about	<b>ask</b> about what happens to others with <b>respect</b> for their feelings	<b>talk</b> about some things in stories that make people <b>ask questions</b>	<b>talk</b> about what is important to me and to others with <b>respect</b> for their feelings
Examples	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. say that Christians and Sikhs both have holy books	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. say "It was mysterious when God spoke to Moses"	e.g. say "I agree with the rule about not stealing as stealing is not fair"
	e.g. using stories from the Gospels retell and act out Jesus healing the paralysed man, explaining why it is such an important lesson for Christians	e.g. view/visit two places of worship highlighting the similarities of place and its use for prayer	e.g. identifying and using the practise of Holy Communion, pupils choose foods/objects/ symbols to express something about their beliefs and what it represents	e.g. using dramatised stories such as: David and Goliath/Bilal the first Muezzin, pupils identify how the events outlined could apply to their own lives	e.g. discuss why people die and how faith/ belief/ friends can help us to understand difficult questions that we can't always answer	e.g. look at one of the five pillars of Islam, the practise of giving to Charity and link to the Christian story of the Widow's Mite. Pupils make connections with their own values
End of KS1	<b>describe</b> what a believer might <b>learn</b> from a religious story	<b>describe</b> some of the things that are the <b>same and different</b> for <b>religious people</b>	<b>use religious words to describe</b> some of the <b>different ways</b> in which people <b>show their beliefs</b>	<b>compare</b> some of the things that <b>influence me</b> with those that <b>influence other people</b>	<b>ask important questions</b> about life and <b>compare</b> my ideas with those of other people	<b>link</b> things that are important to me and other people with the <b>way I think and behave</b>
Examples	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering
	e.g. know some of the beliefs and teachings of the Sikh Ten Gurus and why the Guru Granth Sahib is considered a living text	e.g. know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life	e.g. using faith stories and religious works of art identify the symbolism behind the crucifix and the resurrection of Jesus and how it is expressed during Easter	e.g. talk about people they admire and how experiences of belonging to a friendship/religious group affect how they and others behave	e.g. sort a range of ultimate and non-ultimate questions. Using art and poetry compare their own and others' responses to ideas on who and where is God	e.g. reflect upon how agreed codes of conduct, for example, classroom rules, affects behaviour and how this relates to the way some religious people live

(Statements above based on the English non-statutory National Framework for Religious Education)

### Notes

Annotate each "I can .." box, with initials of children who are Emerging or Secure

**ASSESSMENT RUBRIC**

EXPECTATIONS AT END OF FOUNDATION/KS1	YEAR GROUPS	RELIGIOUS AREAS STUDIED (BE SPECIFIC) Example; Christianity – Parable of the Lost Sheep; Hinduism – The Story of Diwali	END OF YEAR RE ASSESSMENT		
			Emerging	Developing	Secure
<p>Learning <b>about</b> religion: knowledge and understanding</p> <p><b>By age 7:</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices including festivals, worship, stories, symbols, artefacts and practices in order to find out the meaning behind them</li> <li>Retell and suggest meanings to some religious and moral stories,</li> <li>Explore and discuss sacred writings e.g. parables from the bible and recognising the religious traditions from which they come</li> <li>Recognise and appreciate some similarities and differences between religious communities</li> <li>Explain something about how and why they may be important for many people</li> </ul> <p>Learning <b>from</b> religion: response, reflection, evaluation, application and question</p> <p><b>By age 7:</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals do and why in order to identify what difference belonging to a religious community makes</li> <li>Recount different ways of belonging and identity</li> <li>Talk about what is important to them and to other people with respect and sensitivity for different feelings and beliefs</li> <li>Find out about religious 'ultimate' questions of right and wrong (e.g. where do animals/people go when they die) and examples of co-operation between people who are different</li> <li>Begin to express and provide reasons for their own ideas in response</li> </ul>	Year 1	<p><b>Theme;</b> Creation Story <b>Key Question;</b> Does God want Christians to look after the world? <b>Theme;</b> Christmas <b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>			
		<p><b>Theme;</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Theme;</b> Easter – Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>			
		<p><b>Theme;</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Theme;</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>			
	Year 2	<p><b>Theme;</b> What did Jesus teach? <b>Key Question;</b> Is it possible to be kind to everyone all of the time? <b>Theme;</b> Jesus as a gift from God <b>Key Question;</b> Why do Christians believe God gave Jesus to the world?</p>			
		<p><b>Theme;</b> Prayer at home <b>Key Question;</b> How important is it for Jewish people to do what God asks them to do? <b>Theme;</b> Resurrection <b>Key Question;</b> How important is it for Christians that Jesus came back to life after his crucifixion?</p>			
		<p><b>Theme;</b> Passover <b>Key Question;</b> How special is the relationship Jews have with God? <b>Theme;</b> Rites of passage and good works <b>Key Question;</b> What is the best way for a Jew to show commitment to God?</p>			