



'Let your light shine as you grow'

Subject Leader Skills Assessment	
Subject: RE	Subject Leader: Conor Clarke

RE in EYFS		
<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Begin to understand that communities may be different and that they may celebrate different festivals and family traditions. • Can talk about some special places for people in our and other communities such as churches and mosques. • Join in with routines special to me like religious festivals, birthdays, family events etc. • Begin to understand that others have different special times to those that are special in my own family. • Develop a positive attitude about the differences between people, for example I celebrate Eid and my friend celebrates Christmas. 		
RE in Year 1	RE in Year 2	RE in Year 3
<p>Autumn1 Big Question: Does God want Christians to look after the world?</p> <p>Bible text: Genesis 1:28: <i>[He] blessed them, and said, "Have many children, so that your descendants will live all over the earth...I am putting you in charge..."</i></p> <ul style="list-style-type: none"> • I can retell parts of the Christian creation story. • I can share my opinions about the Christian creation story. • I can say how I think creation should be treated. • I can start to talk about how I think the world got here. 	<p>Autumn1 Big Question: Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Bible text: John 8:12: <i>When Jesus spoke again to the people, he said, 'I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.'</i></p> <ul style="list-style-type: none"> • Can discuss what Christians mean when they say Jesus is the light of the world • Can discuss how other religions think about light • Can discuss the similarities and differences that religions have about the meaning of 'light' 	<p>Autumn1 Big Question: How do people express commitment to a religion?</p> <p>Bible text: 1 Peter 3:21: <i>And this water symbolizes baptism that now saves you also—not the removal of dirt from the body but the pledge of a clear conscience toward God. It saves you by the resurrection of Jesus Christ.</i></p> <ul style="list-style-type: none"> • Can discuss what a 'rite of passage' means in their own words • Can explain the meaning behind the ritual of baptism • Can explain the meaning behind the ritual of a Jewish bar mitzvah • Can explain the meaning behind the 5 Ks of Sikhism • Can discuss some similarities/differences rites of passage in Judaism, Christianity and Sikhism



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<p>Autumn2 Big Question: Why does Christmas Matter to Christians?</p> <p>Biblical text: Luke 1:26-28: <i>...God sent the angel Gabriel to...Mary. The angel came to her and said, "Peace be with you...you will give birth to God's son, and you will name him Jesus".</i></p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. • Understand that Jesus is the son of God <p>Spring1 Big Question: What does a cross mean to Christians?</p> <p>Biblical text: Luke 23:33: <i>They put him on the cross and...Jesus said "Forgive them Father, for the know not what they do!"</i></p>	<p>Autumn2 Big Question: Why does Christmas Matter to Christians?</p> <p>Biblical text: Luke 1:26-28: <i>...God sent the angel Gabriel to...Mary. The angel came to her and said, "Peace be with you...you will give birth to God's son, and you will name him Jesus".</i></p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. <p>Spring1 Big Question: Why does Easter matter to Christians?</p> <p>Biblical text: Paul 20:21: <i>Jesus said to them, "Peace be with you...Receive the Holy Spirit. If you forgive people's sins, they are forgiven".</i></p>	<p>Autumn2 Big Question: What is Philosophy? How do people make moral decisions?</p> <p>Bible text: Matthew 7:12: <i>So in everything, do to others what you would have them do to you</i></p> <ul style="list-style-type: none"> • Can explain in their own words the difference between knowledge and wisdom • Can explain the difference between facts, beliefs and opinions • Can understand what morality is • Can consider how Christians decide to be good people <p>Spring1 Big Question: Why do Christians call the day Jesus died 'Good Friday?'</p> <p>Bible text: John 11:25: <i>Jesus said to her, 'I am the resurrection and the life. The one who believes in me will live in heaven.'</i></p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
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<ul style="list-style-type: none"> • Can recall the major events of the Easter story (The Last Supper, Jesus sacrificing himself on the cross for man's sins, Jesus coming back to life after 3 days) • Can give examples of some different types of crosses (GD: Can explain the meaning of different crosses) • Can communicate why the Easter story is important to Christians • Can write messages of hope in prayer-form <p>Spring2 (Judaism) Big Question: What do Jewish people remember on Shabbat?</p> <p>Biblical text: Genesis 2:2-3: <i>By the seventh day God finished what he had been doing and stopped working. He blessed the seventh day and made it a special day of rest because he had completed his work.</i></p> <ul style="list-style-type: none"> • Can give the events of the 7 days of creation from genesis (GD: Can give it in order) • Can explain that Shabbat is a Jewish religion and that Judaism is a religion different from Christianity 	<ul style="list-style-type: none"> • Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. <p>Spring2 Big Question: What is the Good News?</p> <p>Bible text: Luke 6:35: <i>But love your enemies, do good to them, and lend to them without expecting to get anything back.</i></p> <ul style="list-style-type: none"> • Will be able to tell the story of Matthew the tax collector and explain that it's about giving people a chance • Discuss some of the instructions Jesus gave on how to behave • Discuss how Christians try to bring good news and friendliness into their communities 	<ul style="list-style-type: none"> • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. <p>Spring2 Big Question: What do Muslims believe about God?</p> <ul style="list-style-type: none"> • Will be able to discuss the concept of Tawid • Can discuss the history and importance of the Qur'an to Muslims • Can talk about the major events of the prophet Muhammad <p>Summer1 Big Question: When Jesus left what was the impact of Pentecost?</p> <p>Biblical text: Acts 2:1-4: <i>When the day of Pentecost came...Suddenly a sound like the blowing of a violent wind came from heaven...They saw what seemed to be</i></p>
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<ul style="list-style-type: none"> • When looking at pictures/artefacts, can talk about how they are used to celebrate Shabbat • Can talk about some of the traditions and rules of Shabbat • Can discuss the importance of rest in life (GD: Link this to the creation story and/or Shabbat) <p>Summer1 Big Question: How does celebration bring a community together?</p> <p>Biblical text: Matthew 2:11: <i>[The wise men] went into the house...and worshipped them. They brought out their gifts of gold frankincense and myrrh</i></p> <ul style="list-style-type: none"> • Can discuss the major parts of the Christmas story (Mary and Joseph told they would have God's son, and to name him Jesus; Jesus born in a stable; Shepherds/Wise men visit) • Can discuss that Muslims fast during Ramadan and then have Eid, where they give gifts and have parties • Can discuss why people like to have celebrations such as Christmas and Eid (presents as a way to show you care linked to the bible passage) 	<p>Summer1 Big Question: How do Jewish people celebrate Passover?</p> <ul style="list-style-type: none"> • Will be able to discuss the major events of the Jewish story of Passover: Jews were slaves in Egypt; Moses told Pharaoh to release them; Moses sent ten plagues to try to force Pharaoh to let them go; Moses sent the final plague, which was a spirit that killed all the first born sons – Jewish people put a sign over their door so the spirit 'passed them over'; Pharaoh released the Israelites • When looking at pictures/artefacts, can talk about how they are used to celebrate Passover • Will be able to talk about traditions in their families/school/communities <p>Summer2 Big Question: Why do different people have different views about the idea of God?</p> <p>Biblical text: 1 John 4:8: <i>Whoever does not love does not know God, because God is love</i></p>	<p><i>tongues of fire that separated and came to rest on each of them... All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.</i></p> <ul style="list-style-type: none"> • Can retell the day of Pentecost • Can explain what the 'fire' discussed in the bible may be a metaphor for • Can explain how Pentecost teaches Christians to spread the word of God and Jesus • Can discuss the idea of the 'Kingdom of God' and what it means to Christians <p>Summer2 Big Question: What difference does being a Muslim make to daily life?</p> <ul style="list-style-type: none"> • Can explain the Five Pillars of Islam in their own words • Will be able to explain the role of a Mosque • Can explain how Muslims' faith influences their choices in their lives
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<p>Summer2 (Christian/Hinduism) Big Question: How did the universe come to be?</p> <p>Biblical text: Genesis 1:28: <i>[He] blessed them, and said, "Have many children, so that your descendants will live all over the earth...I am putting you in charge..."</i></p> <ul style="list-style-type: none"> • Can talk about the main events of the Hindu creation story: There was an ocean with a snake; Lord Vishnu was asleep; Vishnu woke and Brahma grew from Brahma; Brahma made the sun, moon, earth, animals and people; Vishnu is there to look after things • Can recall the sequence of the Christian creation story • Can discuss some similarities and differences between the Christian creation story and the Hindu story • Can discuss the importance of looking after the world with a link to the bible text 	<ul style="list-style-type: none"> • Will be able to present their own thoughts on God • Will be able to discuss how different religions have different/similar beliefs about God • Discuss the role God has in Christians lives • Can discuss the ways one can live without having a God 	
<p>RE in Year 4</p>	<p>RE in Year 5</p>	<p>RE in Year 6</p>
<p>Autumn1 Big Question: What do Christians learn from the Creation story?</p>	<p>Autumn1 Big Question: Creation and Science: Conflicting or Complementary?</p>	<p>Autumn1 Big Question: What does it mean to be human?</p> <ul style="list-style-type: none"> • Can explain what causes and affects one's happiness



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<p>Biblical text: Genesis 2:16: <i>“God said to Adam, “You may eat the fruit of any tree in the garden, except the tree that gives knowledge of what is good and bad”</i></p> <ul style="list-style-type: none"> Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave. <p>Autumn2 Big Question: What is the Trinity?</p> <p>Biblical text: Matthew 28:19: <i>Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.</i></p>	<p>Biblical text: Genesis 1:1: <i>“In the beginning...God created the universe”</i></p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	<ul style="list-style-type: none"> Can consider and give ideas of their own and other’s on what happiness is Can explain a humanist’s views on the meaning and purpose of life Can compare a humanist’s views on life with a Christian’s <p>Autumn2 Big Question: Was Jesus the Messiah?</p> <p>Biblical text: Isaiah 7:14: <i>Therefore the Lord himself will give you a sign. Behold, the virgin shall conceive and bear a son, and shall call his name Immanuel.</i></p> <ul style="list-style-type: none"> Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights.
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<ul style="list-style-type: none"> • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. <p>Spring1 Big Question: Why do Christians call the day Jesus died 'Good Friday?'</p> <p>Biblical text: John 13:12-15: <i>When he had washed their feet...he said to them, 'Do you understand what I have done to you? You call me Teacher and Lord, and you are right, for so I am. If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have given you an example, that you also should do just as I have done to you</i></p>	<p>Autumn2 Big Question: Was Jesus the Messiah?</p> <p>Biblical text: Micah 5:2: <i>Bethlehem, you are one of the smallest towns in Judah, but out of you I will bring a ruler for Israel, whose family goes back to ancient times</i></p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<p>Spring1 Big Question: What did Jesus do to save human beings?</p> <p>Biblical text: 1 Peter 2:24: <i>He himself bore our sins in his body on the tree, that we might die to sin and live to righteousness. By his wounds you have been healed.</i></p> <ul style="list-style-type: none"> • Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. • Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. • Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. • Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking. <p>Spring2 Big Question: What would Jesus do?</p>
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<ul style="list-style-type: none"> • Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. • Give examples of what the texts studied mean to some Christians. • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. <p>Spring2 Big Question: How do/have religious groups contributed to society and culture?</p> <ul style="list-style-type: none"> • I can give a definition of compassion in my own words • I can give examples of compassionate acts • I can explain the Hindu Dharma and how it helps a person be good 	<p>Spring1 Big Question: What Difference does the Resurrection make to Christians?</p> <p>Biblical text: 1 Peter 2:24: <i>He himself bore our sins in his body on the tree, that we might die to sin and live to righteousness. By his wounds you have been healed</i></p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. 	<p>Biblical text: <i>Do to others what you want them to do to you. This is the meaning of the law of Moses and the teaching of the prophets</i></p> <ul style="list-style-type: none"> • Can explain the 'updates' to the ten commandments that Jesus proposed • Can reference some of the direct quotes from Jesus about how people should live • Can consider the ideas behind forgiveness • Can explain how Christians use Jesus's example in their own lives <p>Summer1 Big Question: How do beliefs shape identity for Muslims?</p> <ul style="list-style-type: none"> • I can note the major events in Islam's history • Can explain the differences between Shia beliefs and Sunni • I can explain the role of the mosque in Islam and the Muslim community • I can explain how Muslim beliefs inform Muslims on how they should act in their day to day lives <p>Summer2 Big Question: Why can religion cause peace and conflict?</p>
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<ul style="list-style-type: none"> I can give ways religion can inspire someone to do good deeds <p>Summer1 Big Question: Why is there so much diversity of belief in Christianity? (Local SW places of worship and Global)</p> <p>Biblical text: Romans 14:1: <i>As for the one who is weak in faith, welcome him, but not to quarrel over opinions.</i></p> <ul style="list-style-type: none"> Can name some different Christian denominations Can name significant individuals in the Christian faith I can explain some of the differences between Christian denominations <p>Summer2 Big Question: What does sacrifice mean?</p> <p>Biblical text: Ephesians 5:2: <i>And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.</i></p> <ul style="list-style-type: none"> Can give a definition of sacrifice in their own words 	<ul style="list-style-type: none"> Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. <p>Spring2 Big Question: Why should we be good?</p> <p>Biblical text: Matthew 7:12: <i>So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.</i></p> <ul style="list-style-type: none"> Can explain the meaning of Plato's allegory of the cave Can explain the concept of Karma and compare it to Christian views on moral behaviour (heaven/hell) Can give an overview on Buddhist teachings on how to live a good life Can consider their own position on Kant's response to moral behaviour <p>Summer1 Big Question: How do Hindus make sense of the world?</p> <ul style="list-style-type: none"> Can explain some fundamental beliefs of Hinduism Can explain the Hindu beliefs about God and the different roles God plays 	<p>Biblical text: Matthew 5:7-9: <i>Blessed are the merciful, for they will be shown mercy. Blessed are the pure in heart, for they will see God. Blessed are the peacemakers, for they will be called children of God.</i></p> <ul style="list-style-type: none"> Can compare different religions' views on peace I can explain how religion has been a source of conflict historically I can look at how religion has inspired peace and peace efforts of activists I can give a personal opinion on whether religion is a force for peace
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<ul style="list-style-type: none">• Can explain why sacrifice is important to Christians and Muslims• Can explain how Christians use Jesus's example of sacrifice in their lives• Can give reasons for the promotion of charity in society	<ul style="list-style-type: none">• Can explain the significance of Diwali• Can give ways Hindu beliefs inspired Gandhi• Can explain the 4 Yogic paths to freedom <p>Summer2 Big Question: How has belief in Christianity and Islam impacted on music and art throughout history?</p> <p>Biblical text: Exodus 35:30–31: <i>Then Moses said to the people of Israel, 'See, the Lord has...filled him with the Spirit of God, with skill, with intelligence, with knowledge, and with all craftsmanship, to devise artistic designs</i></p> <ul style="list-style-type: none">• I can identify major symbolism in Christian art• Can explain the impact of culture on creating architecture• Can compare and contrast different Islamic art forms	
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