

## Age Related Expectation for RE

MAIN CHARACTERISTICS: Christianity, Islam, Sikhism, Judaism, Hinduism, Buddhism, Thematic

	Year 1
WTS	<ul style="list-style-type: none"> <li>• Describe how water is used in a Christian baptism.</li> <li>• Explain their experiences of belonging.</li> <li>• Describe their experience of gift-giving.</li> <li>• Describe the gifts brought to Jesus by shepherds and magi.</li> <li>• Name two features of the Easter story.</li> <li>• Explain that Jesus came back to life.</li> <li>• Correctly identify one Muslim artefact.</li> <li>• Correctly name two items associated with the mosque.</li> <li>• Explain what a leader does; give one example.</li> <li>• Explain why Muhammad was a good leader for Muslims.</li> <li>• Explain one of the 5 K's and what it means</li> <li>• Explain how one food is eaten by a community and what it means</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Explain that baptism means that someone has been welcomed into the Christian family.</li> <li>• Explain that baptism can be for adults or children.</li> <li>• Name three features of the nativity story.</li> <li>• Explain why the shepherds and magi brought gifts to Jesus.</li> <li>• Explain why we give gifts at special times.</li> <li>• Explain the events of the Easter story including Jesus' death and resurrection.</li> <li>• Explain that Christians remember Jesus' new life at Easter.</li> <li>• Identify one Islamic artefact and explain its meaning.</li> <li>• Explain one way a baby is welcomed into the Muslim family.</li> <li>• Explain two things that characterise wuzu and its purpose.</li> <li>• Explain why Muhammad had to leave Makkah.</li> <li>• Give at least two examples of how Muhammad has had a lasting impact on Islam today.</li> <li>• Talk about how someone's name can suggest the community they belong to</li> <li>• Explain two of the 5K's and what they mean</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Explain the meaning of water in Christian baptism.</li> <li>• Explain one difference and one similarity between infant and adult baptism.</li> <li>• Explain two features of the nativity story which show Jesus was a special baby.</li> <li>• Explain why Christmas is a special time for Christians.</li> <li>• Explain the meaning of eggs at Easter.</li> </ul>

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- Show understanding of the link between Easter eggs and Jesus' new life.
- Explain how Islamic items used in the mosque help Muslims to be together.
- Show understanding that all religions have different ways to help people be together.
- Explain how at least one feature of a mosque helps Muslims connect to God.
- Explain why Muhammad is described as a 'prophet' as well as a leader.
- Explain a similarity in signs of belonging across faiths
- Identify a sign of belonging that is associated with just one faith

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Year 2	
WTS	<ul style="list-style-type: none"> <li>• Describe two features of the Christmas celebration.</li> <li>• Explain why Christians are happy at Christmas.</li> <li>• Retell one story of Jesus.</li> <li>• Give one reasons why Jesus was a special person.</li> <li>• Talk about the fact that people can be unkind or greedy sometimes.</li> <li>• Explain that Christians believe Jesus can help people to be better.</li> <li>• Explain why the Qur'an is the sacred book of Muslims.</li> <li>• Explain one way Muslims show respect for the Qur'an.</li> <li>• Explain that a 'guru' is a teacher in Sikhism</li> <li>• State the name of the Sikh holy book and one belief about it</li> <li>• Suggest one way Guru Nanak is a special person</li> <li>• Explain why Sikhs celebrate Guru Nanak today</li> <li>• Retell a story of Moses or Abraham and state why this has been remembered in Judaism</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Explain that Jesus is seen as a gift to Christians.</li> <li>• Explain that Christians celebrate at Christmas because they are thankful for Jesus.</li> <li>• Retell one story of Jesus and explain the meaning.</li> <li>• Explain that Jesus left behind ideas about God and about how we should care for each other.</li> <li>• Describe Jesus; use of the bread and wine at the Last Supper.</li> <li>• Explain two things that happen at Christian Communion.</li> <li>• Explain two ways Muslims treat the Qur'an and why they show respect.</li> <li>• Explain what it means that the Qur'an is 'sacred'.</li> <li>• Explain two ways the Guru Granth Sahib is treated and why</li> <li>• Show two similarities between the way the GGS is treated and other holy books are treated and why</li> <li>• Using two elements of Guru Nanak's life explain why he is special for Sikhs</li> <li>• Using two of Guru Nanak's moral teachings, explain why Sikhs follow Guru Nanak today</li> <li>• Explain Abraham and Moses' role in Jewish history and myth</li> <li>• Explain three types of biblical literature</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Explain that Christians welcome Jesus because he helps them.</li> <li>• Make a link between a Christmas celebration and why Christians are happy at Christmas.</li> <li>• Retell one story and explain what it tells us about caring for others.</li> <li>• Retell one story and explain the information it gives people about God.</li> </ul>

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- Explain why Jesus can be represented as a light in the darkness.
- Explain why Christian Communion is for everyone, even people who do bad things.
- Explain why Muhammad has a special connection to the Qur'an.
- Show understanding of how God uses prophets and angels to communicate messages.
- Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi
- Explain two differences between the GGS in Sikhism and other holy books
- Suggest whether a guru is the same as a prophet based on reasoning
- Show connections with other founders: Muhammad, Moses, Abraham and Jesus
- Comparison with Sikhi, Islam and Christianity

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	Year 3
WTS	<ul style="list-style-type: none"> <li>• Explain why Jesus' birth is symbolised by light.</li> <li>• Describe one symbol of light found at Christmas.</li> <li>• Explain why Jesus' resurrection is symbolised by new life.</li> <li>• Describe one symbol of new life found at Easter.</li> <li>• Give two pieces of information about the Gospels.</li> <li>• Explain why the gospels are of high importance to Christians.</li> <li>• State one feature of a mosque and explain its purpose.</li> <li>• Explain the meaning of the Arabic word <i>ummah</i>.</li> <li>• Know that when fasting, people are going without food and drink</li> <li>• -identify that Muslims fast during Ramadan and then celebrate the end of Ramadan with a celebration (Eid-Al-Fitr)</li> <li>• Explain one shabbat symbol and its meaning</li> <li>• Explain one Jewish wedding symbol or practice and its meaning</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Explain why light features in winter festivals.</li> <li>• Explain two Christian uses of light at the Christmas festival.</li> <li>• Explain why symbols of new life are features of spring festivals.</li> <li>• Explain two Christian uses of new life at Easter celebrations.</li> <li>• Explain what the Gospels are as one of many books of the Bible.</li> <li>• Give two reasons why the Lindisfarne monks copied the Gospels by hand.</li> <li>• State two features of a mosque and explain how they help to bring the community together.</li> <li>• State two features of a mosque and explain how they help Muslims to submit to God.</li> <li>• Describe what happens during Ramadan and Eid-Al-Fitr and explain why</li> <li>• Suggest a reason for the kosher food laws</li> <li>• Suggest beliefs and history underlying Hanukkah traditions</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Explain why celebrations of Jesus' birth happen in winter.</li> <li>• Explain the meaning of the Christingle.</li> <li>• Explain why celebrations of Jesus' resurrection occur in spring.</li> <li>• Describe one symbol of new life used at the Jewish Passover festival.</li> <li>• Explain the purpose of the Gospels.</li> <li>• Give two pieces of information about the Lindisfarne monastic community.</li> <li>• Suggest a reason why any building can be used as a mosque.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• show understanding of the word 'sacred' in connection to the mosque.</li><li>• Explain how Ramadan and Eid demonstrate the concept of ummah</li><li>• Suggest reasons for obeying religious commands</li><li>• Suggest the value for a community following religious practices</li></ul> |
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	Year 4
WTS	<ul style="list-style-type: none"> <li>• Explain 2 events over the Easter period.</li> <li>• State how the disciples might have felt at these events.</li> <li>• Explain what Jesus' birth tells Christians about God.</li> <li>• Explain what Jesus' resurrection tells Christians about God</li> <li>• Name two of the 5 pillars in Arabic and English</li> <li>• Explain why Muslims practise these pillars</li> <li>• Name two Hindu actions at Diwali and the meaning behind them</li> <li>• Retell the story of Rama and Sita and its meaning</li> <li>• Explain two beliefs about the Siddhartha Gautama in Buddhism</li> <li>• Give information about one Buddhist celebration and its purpose</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Explain 4 separate events over the Easter period.</li> <li>• State which event is the most important and why.</li> <li>• Explain the meaning of Incarnation and resurrection for Christians.</li> <li>• Explain how both these events are believed by Christians to tell a 'Big Story'.</li> <li>• Explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world</li> <li>• Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world</li> <li>• Explain three actions at modern Diwali and explain the meanings or stories underlying them</li> <li>• Show a connection between the modern festival of Diwali and the story of Rama and Sita</li> <li>• Explain the significance of Siddhartha Gautama in Buddhism and how this is shown in festivals</li> <li>• Compare and contrast Mahayana and Theravada Buddhist traditions</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Explain what the Resurrection tells Christians.</li> <li>• Explain how three events from the Easter story are still remembered today.</li> <li>• State whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity.</li> <li>• Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar</li> <li>• Talk generally about the benefits and demands of belonging to a faith community</li> <li>• Suggest an answer to the question <i>does a festival always have a meaning behind it?</i></li> <li>• Suggest a reason as to why many cultures have festivals of light in the winter</li> <li>• Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not</li> </ul>

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Year 5	
WTS	<ul style="list-style-type: none"> <li>• Explain one 'alternative' meaning for Christmas.</li> <li>• Explain the meaning of 'commercial'.</li> <li>• Explain how Judas betrayed Jesus.</li> <li>• Explain how it seems that Jesus trusted Mary Magdalene.</li> <li>• Define 'haram', explain one food which is haram</li> <li>• Define 'halal', explain one food which is halal</li> <li>• Explain the role and purpose of fasting in Islam</li> <li>• Name two features of the Gurdwara in Punjabi and explain their meaning</li> <li>• Name two actions Sikhs take in the Gurdwara and explain their meaning</li> <li>• Define 'worship', with reference to examples from three religious traditions</li> <li>• Give a view as to whether worship should happen in a special place and why, with reference to at least one named religion</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Provide an answer to the question: <i>is Christmas too commercial?</i></li> <li>• Show understanding of the Christian meaning of Christmas: Jesus' Incarnation.</li> <li>• Suggest two people/ groups who supported Jesus and two people/ groups who harmed Jesus.</li> <li>• Answer the question: <i>Who is responsible for Jesus' death?</i></li> <li>• Explain how Muslims should treat animals and why</li> <li>• Give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat them</li> <li>• Give a justified view as to whether Muslim athletes should fast during Ramadan</li> <li>• Explain how and why the Guru Granth Sahib is treated in the Gurdwara</li> <li>• Give a view as to the value of a place of worship</li> <li>• With reference to at least three different religious examples, explain what worship is and is not</li> <li>• Give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Compare a moral meaning of Christmas to a commercial meaning of Christmas.</li> <li>• Show understanding of why Jesus' birth starts the Christian 'Big Story'.</li> <li>• Suggest a reason why Judas thought he was doing the right thing</li> <li>• suggest an answer to the question: <i>how far is Jesus' death necessary to Christian belief?</i></li> <li>• Offer a view as to the purpose of religious rules</li> <li>• Show connection between the Islamic idea of 'submission' and religious rules</li> <li>• Explain why Sikhs and Hindus celebrate Diwali and their differences</li> <li>• Offer a supported view as to the purpose of a place of worship</li> <li>• Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Respond to the question <i>what is worship? What is it for?</i> with reference to the subjects studied</li></ul> |
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Year 6	
WTS	<ul style="list-style-type: none"> <li>• Describe three elements of the Nativity.</li> <li>• Explain one Christian belief about Jesus from the Nativity.</li> <li>• Name two Gospel authors.</li> <li>• Explain what happened to Jesus after he was buried.</li> <li>• Explain what Christians believe about Jesus coming back to life.</li> <li>• Describe two aspects of Islamic art and explain their meaning.</li> <li>• Describe two aspects of Christian art and explain their meaning.</li> <li>• Explain one action and its meaning for each rite of passage; birth, coming of age, marriage and death. Link the rites of passage to the correct religion.</li> <li>• Explain the purpose of one rite of passage for a community.</li> </ul>
EXS	<ul style="list-style-type: none"> <li>• Describe two common elements of Matthew and Luke's nativity accounts.</li> <li>• Explain Matthew's concern.</li> <li>• Explain Luke's concern.</li> <li>• Explain how one Christian belief can be seen in one Easter hymn lyric.</li> <li>• Explain why Jesus' death is seen as a victory.</li> <li>• Explain how aspects of Islamic, Christian and one other religious faith can be seen in art.</li> <li>• Offer a supported view as to how personal religious art is to the artist.</li> <li>• Explain the purpose for a community of each rite of passage, with using key vocabulary.</li> <li>• Suggest why all cultures have rites of passage.</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour.</li> <li>• Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate.</li> <li>• Suggest reasons for the difference between Matthew and Luke's nativity accounts.</li> <li>• Explain the series of events that led to Jesus' becoming humanity's saviour in Christian belief.</li> <li>• Show a connection between an Easter belief and a Christmas belief.</li> <li>• Offer a supported view as to what makes art religious.</li> <li>• Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.</li> <li>• Offer a view as to the reason why all cultures mark the same stages in life.</li> <li>• Offer a supported view as to how religious rites of passage are.</li> </ul>