



Grove Lea Primary: RE – Year Group Expectations

EYFS

Personal, Social and Emotional Development	Understanding the World
<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.• See themselves as a valuable individual.• Think about the perspectives of others.• Show sensitivity to their own and others' needs.	<ul style="list-style-type: none">• Continue to develop positive attitudes about the differences between people.• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Talk about the lives of the people around them and their roles in society.• Understand the past through settings, characters and events encountered in books read in class and storytelling.• 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.

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Year 1			
The beginning of the world	What makes some places sacred?	Who is a Muslim and what do they believe?	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?	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?	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 	<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 • I can suggest reasons why some 	<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 others by his or her actions. Why did they do this?



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	<p>I can identify similarities and differences between 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		<p>Christians baptise babies at birth and others have believer's baptism</p> <ul style="list-style-type: none">• I can suggest reasons why these ceremonies are significant to Jewish people	
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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?	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 • I can 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?	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 between different sacred buildings. 	<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 the 	<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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<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>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?	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.

	differences and similarities in belief, and suggest reasons for this			
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