

Expectations in Religious Education

Religious Education Expectations - Year 1 RE Pupil's Name: _____

Expectations	SEEN	SECURE
Christianity – How we can find out about Christianity today in Wolverhampton?		
I can talk about experiencing something that I can't see.		
I can identify one way in which Christians 'see' God.		
I can handle religious artefacts sensitively and know that some are linked with praying.		
I can use my senses to explore and ask questions about religious stories, pictures and artefacts.		
I can remember a story or saying from the Bible about God.		
I can use some key words to talk about what Christians think about God: Father, Jesus, Spirit, Trinity, Bible.		
What can we learn about prayer from stories of Jesus?		
I can listen to a prayer and know it is important.		
I can listen attentively to a story about Jesus.		
I understand that a religious story carries a meaning.		
I can talk simply about prayer.		
I can ask questions and give thoughtful answers about the meaning of prayer.		
Beginning to learn Sikhism		
I can talk about values in response to a Sikh story.		
I can talk about some things that happen in a Gurdwara.		
I can listen attentively to a story about a Guru.		
I can name some Sikh artefacts and symbols.		
I can talk about being generous and meeting generous people.		
I can retell the story of Dinni Chand.		
How and why are some books holy? Special stories of Christians, Sikhs and Muslims		
I can identify the hold books of Muslims and Christians as the Qur'an and the Bible.		
I can talk about why the Qur'an and Bible are used and respected.		
I can talk about why a book is special to me.		
I can comment on Muslims', Christians' and my own beliefs about God.		
I can retell a story from Islam.		
I can retell a story from Christianity.		

Expectations in Religious Education

Religious Education Expectations - Year 2 RE

Pupil's Name: _____

Expectations	SEEN	SECURE
Holy places		
I can name some of the main features of the sacred places they have visited and/or studied.		
I can recognise some symbols of sacred places and talk about their meanings.		
I can talk about and reflect on my own special places.		
I can describe two sacred places.		
I can identify some of the artefacts found inside some sacred places.		
What can we learn about stories from the Bible?		
I can recall Jewish stories from the Hebrew Bible.		
I can use some religious words to talk about the stories.		
I can talk about what they find interesting and puzzling in the stories.		
I can express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism.		
I can recognise that Holy books contain stories that are special to many people.		
I can talk about my own experiences and feelings linked with these stories.		
Questions that puzzle us		
I can name a story or book from a religious tradition that has a mystery in it.		
I can talk about a puzzling question, e.g., where do we come from?		
I can show a sense of wonder about stories, nature and questions.		
I can recognise that religious beliefs can answer puzzling questions for many people.		
Beginning to Learn from Islam		
I can say that a special place for Muslims is the Mosque.		
I can choose a special word for themselves.		
I can identify a Muslim Holy book or special day.		
I can talk about the Prophet and why he matters to Muslims.		
I can name two things found in the mosque.		
I can retell a story of the Prophet.		

Expectations in Religious Education

Religious Education Expectations - Year 3 RE

Pupil's Name: _____

Expectations	SEEN	SECURE
What is it like to be a Hindu?		
I can use religious words to describe Hindu beliefs and worship.		
I can suggest meanings for some Hindu artefacts, ways of worship or celebrations and explain what they mean.		
I can talk thoughtfully about how there are many different ways to express varied ideas and beliefs about God.		
I can list similarities and differences between the Hindu way of life and another.		
I can make links between art, stories and holy writings that help people to be good or generous rather than bad or mean.		
What do we celebrate and why?		
I can re-tell part of a story from Easter, Eid, or Guru Nanak's birthday.		
I can respond sensitively to characters and emotions in these stories.		
I can describe how Christians celebrate Easter and simply explain some of the symbols associated with Easter.		
I can describe how Muslims celebrate Eid-ul-Fitr.		
Christianity		
I can use my senses to explore and answer questions about religious stories, pictures, and artefacts.		
I can simply identify some of the ways in which Christians describe the characteristics of God.		
I can express in simple terms my own thoughts about God.		
I can retell a story from the bible that helps Christians understand the characteristics of God.		
I can describe what messages and meanings are expressed through some religious symbols.		
Exploring Key Leaders: Sikhs and Hindus		
I can use religious words and phrases to identify key aspects of the example of Guru Nanak and of inspirational Hindus.		
I can recognise the role of Gurus in Sikhism.		
I can retell stories involving Gurus in Sikhism.		
I can ask and respond sensitively to questions about inspiring leaders in the Hindu community.		
I can make links between Sikh and Hindu beliefs.		
I can describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions.		
I can ask questions about the importance of leaders, role models and inspiring examples for all of us.		

Expectations in Religious Education

Religious Education Expectations - Year 4 RE

Pupil's Name: _____

Expectations	SEEN	SECURE
What is it like to be Jewish?		
I can use religious words to talk about how Jewish people describe what God is like and how they worship God.		
I can use religious words to explain why Moses is important to Jewish people and what I can learn from him about God.		
I can reflect on some stories of Moses and begin to express my own understanding of God.		
I can identify and reflect on qualities I admire in others and how I might follow these influences.		
I can describe and show understanding of some key beliefs of Judaism using suggested vocabulary.		
I can explain how Shabbat is important to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection.		
I can identify the rituals and actions of Pesach and explain the meaning of the festival for Jews today.		
Why do some people think Jesus is inspirational?		
I can use religious words and phrases, such as parable and miracle, to identify key aspects of Jesus' life and teachings.		
I can show awareness of how different people describe Jesus.		
I can retell some stories of Jesus.		
I can identify how Jesus has been represented in different ways.		
I can respond sensitively to questions about the importance of Jesus to myself and others.		
I can use a developing religious vocabulary, such as resurrection and forgiveness, to describe key aspects of Jesus' life and teachings.		
I can begin to identify the impact that believing in Jesus has on a Christian's life.		
Why does the Prophet matter to Muslims?		
I can use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH).		
I can show awareness of the role of Prophet in Islam and be able to suggest meanings for this.		
I can identify how The Prophet Muhammad (PBUH) is an example for Muslims.		
I can retell a story of the Prophet.		
I can ask and respond sensitively to questions about the importance of The Prophet Muhammad's (PBUH) life and teachings.		
I can make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH).		
I can begin to identify the impact that believing in Allah will have on a Muslim's life.		
I can describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam.		
Enquiry – Visiting Places of Worship		
I can use key words to describe some of the features of sacred places we have visited/studied.		
I can identify two or more symbols from each building studied and recognise their meaning.		
I can recognise and discuss how these buildings are used by the faith community.		
I can write labels, lists, captions and descriptions to explain a sacred place.		

Expectations in Religious Education

Religious Education Expectations - Year 5 RE

Pupil's Name: _____

Expectations	SEEN	SECURE
When, how and why do Christians Pray?		
I can describe how prayer is used and exemplified by Christian believers.		
I can describe some ways in which Christians pray using religious vocabulary.		
I can ask questions about prayer and share my ideas about it.		
I can make links between what Christians believe about God and how/why they pray.		
I can identify the impact that prayer has on believers' lives.		
What can we learn from religion about temptation?		
I can retell the story of Jesus' temptations, or another story of temptation.		
I can identify sometimes when children are tempted to do things wrong.		
I can talk thoughtfully about the ritual of 'stoning the devil' on the Muslim pilgrimage to Makkah.		
I can describe some things Muslims or Christians think are wrong, and some things they think are good.		
I can use key vocabulary such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong.		
Islam		
I can identify the five pillars of Islam.		
I can suggest a meaning for the Muslim's practice of the pillars.		
I can respond sensitively to the ways Muslims practice their religion.		
I can make simple links between the teaching of Islam and what Muslims do.		
I can describe how a Muslim practises some of the Pillars.		
I can make simple links between my own experience and choices and the Muslims who choose to practice the Pillars.		
Hindu, Jewish and Islamic Prayer: What difference does it make?		
I can suggest some puzzling questions about prayer and consider some answers.		
I can make links between different kinds of prayers and different emotions and feelings.		
I can describe simply how Jews, Hindus and Muslim pray.		
I can show an understanding of why prayer is important in Islam, Hinduism and Judaism.		

Expectations in Religious Education

Religious Education Expectations – Year 6 RE

Pupil's Name: _____

Expectations	SEEN	SECURE
Beliefs and actions in the world – Christian aid, Khalsa Aid and Islamic Relief.		
I can describe a project of Christian Aid, Khalsa Aid or Islamic Relief, including some detail.		
I can make links between religious beliefs and texts and the actions of religious charities.		
I can make a line between my own ideas about wealth and poverty and the work of one of the charities.		
I can suggest a reason why Muslims, Sikhs or Christians like to help the poor.		
Christians and Humanists		
I can find out about and retell some simple stories which communicate particular values.		
I can respond sensitively to questions about my own values.		
I can describe some Christian and Humanist values simply.		
I can use vocabulary such as 'values' 'right and wrong' and 'good and bad'.		
I can identify similarities and differences between the values of Humanists and Christians.		
I can make links between my own behaviour and the values I hold, and the values I study.		
I can use a widening religious vocabulary to show that I understand similarities and differences between Humanist and Christian values.		
What will make Wolverhampton a more respectful community?		
I can show understanding of the richness of religious diversity in the UK and in Wolverhampton today.		
I can ask good questions about religious diversity.		
I can suggest, with reference to particular religions, how these can be answered sensitively.		
I can apply ideas like respect, tolerance and community cohesion and link to some issues of diversity and living together.		
I can describe some of the religious diversity of my region, referring to people, places and events.		
I can respond sensitively to people with a faith.		
Sikhs in Wolverhampton – a Sikh way of life		
I can create questions and suggest some answers from the story of Guru Nanak's disappearance.		
I can describe what type of religious experience this was.		
I can share questions about God and suggest how a Sikh might answer these questions.		
I can explain views about connections between stories and teachings of the Gurus.		
I can suggest a response that a Sikh may take to an issue and suggest a reason why.		
I can express my own ideas about the value of society today.		