

## Expectations for RE at the end of the school year ~ KS1

- These end of year expectations are derived from the Suffolk Agreed Syllabus for RE which uses two attainment targets and six strands to promote a broad and balanced RE.
- Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year.
- The Emmanuel Project flash-drive also provides a set of quick quizzes, based on Bloom's Taxonomy, for each unit, and hexagons based on SOLO Taxonomy for KS1 and KS2. Any of these can be used to show if pupils are working towards, at, or beyond expectations. Other assessment ideas may be suggested in the EVALUATE section of a unit.
- **Schools must decide what evidence of pupils' progress in RE they need and action this with staff.**
- ***Emmanuel Project units can accommodate the expectations of most RE syllabuses / programmes.***

The grid below shows the generic end of year expectations for Y1/2, followed by a generic version of Reception to Y3 to allow for mixed year groups, or rolling programmes. The pages after that show how each KS1 unit interprets the generic statements.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>Y1</b>	<b>1a</b> I can remember a faith story and know who it is special to	<b>1b</b> I can use the right words to talk about something a person does in their religion	<b>1c</b> I can suggest why a particular artefact, text or picture is important to a religious person	<b>1d</b> I can talk about things that happen in my family, my class or my religion	<b>1e</b> I can ask why a story is told, and what I learn from it, including a religious story	<b>1f</b> I can talk about something which is important for me and why
<b>Y2</b>	<b>2a</b> I can tell a faith story and say why it might be important to a believer	<b>2b</b> I can talk about something religious people do together as part of their worship in a religious building	<b>2c</b> I can say what a religious symbol stands for, or what some art, music or words are about for a believer	<b>2d</b> I can ask respectfully about what happens in groups my friends or others belong to, including a faith group	<b>2e</b> I can talk about the meaning in a story, including a religious story, and about any questions it raises	<b>2f</b> I can talk about what is important to others, including religious believers, and ask respectfully about why

Allowing for different class make-ups so typical of smaller schools, the grids for each unit include the expectations for Reception and for Y3 as well. These are the generic versions of all 4 year groups:

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in a faith story</i>	<i><b>Rb</b> I can recognise something a person is doing because of their religion e.g. praying</i>	<i><b>Rc</b> I can recognise an object, picture or word that is important to a religious person</i>	<i><b>Rd</b> I can talk about things that happen to me</i>	<i><b>Re</b> I can talk about something interesting in a story or in the world around me</i>	<i><b>Rf</b> I can talk about what is important or special to me</i>
<b>Y1</b>	<i><b>1a</b> I can remember a faith story and know who it is special to</i>	<i><b>1b</b> I can use the right words to talk about something a person does in their religion</i>	<i><b>1c</b> I can suggest why a particular artefact, text or picture is important to a religious person</i>	<i><b>1d</b> I can talk about things that happen in my family, my class or my religion</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including a religious story</i>	<i><b>1f</b> I can talk about something which is important for me and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell a faith story and say why it might be important to a believer</i>	<i><b>2b</b> I can talk about something religious people do together as part of their worship in a religious building</i>	<i><b>2c</b> I can say what a religious symbol stands for, or what some art, music or words are about for a believer</i>	<i><b>2d</b> I can ask respectfully about what happens in groups my friends or others belong to, including a faith group</i>	<i><b>2e</b> I can talk about the meaning in a story, including a religious story, and about any questions it raises</i>	<i><b>2f</b> I can talk about what is important to others, including religious believers, and ask respectfully about why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a believer might learn from a religious story / text</i>	<i><b>3b</b> I can describe some similar things religious people do as part of their faith / way of life</i>	<i><b>3c</b> I can describe some ways people show their beliefs using religious words correctly</i>	<i><b>3d</b> I can recognise some of the things which influence me e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about life and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that are important to me with the way I think and behave</i>

## KS1 Judaism - Why is learning to do good deeds so important to Jewish People?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in the story of Ruth</i>	<i><b>Rb</b> I can recognise a good deed a person is doing because of their religion</i>	<i><b>Rc</b> I can recognise the words 'God' and 'mitzvah' are important to a Jewish person</i>	<i><b>Rd</b> I can talk about something good someone did for me</i>	<i><b>Re</b> I can talk about why Ruth helped Naomi in the Bible story</i>	<i><b>Rf</b> I can talk about something I want to take care of in the world around me</i>
<b>Y1</b>	<i><b>1a</b> I can remember the story of Ruth and know it is special to Jewish people (and Christians)</i>	<i><b>1b</b> I can talk about something that might be a 'mitzvah' or 'good deed' for Jewish people</i>	<i><b>1c</b> I can suggest why a tzedakah box (pushke) is important to a Jewish family</i>	<i><b>1d</b> I can talk about when someone has done a good deed to help me or my friends or family</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the story of Ruth</i>	<i><b>1f</b> I can talk about what is important to me about good deeds that help people and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot</i>	<i><b>2b</b> I can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue</i>	<i><b>2c</b> I can say what the words in a song / picture about Tikkun Olam are about for a Jewish person</i>	<i><b>2d</b> I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child</i>	<i><b>2e</b> I can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises</i>	<i><b>2f</b> I can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Jewish person might learn from the story of Ruth about doing mitzvot / good deeds</i>	<i><b>3b</b> I can describe some of the mitzvot or 'good deeds' Jewish people might all try to do as part of their religion</i>	<i><b>3c</b> I can describe some ways Jewish people show their beliefs about the world using the term 'Tikkun Olam'</i>	<i><b>3d</b> I can recognise who / what influences me to know what a good deed is e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about what the world would be like if everyone did mitzvot and communicate some of my ideas</i>	<i><b>3f</b> I can link my ideas about doing good deeds to mend the world with the way I think and behave</i>

## KS1 Judaism – Why do Jewish families say so many prayers and blessings?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in the Creation story</i>	<i><b>Rb</b> I can recognise something a Jewish person is doing e.g. praying in the Sukkah</i>	<i><b>Rc</b> I can recognise a Sukkah and some things in it</i>	<i><b>Rd</b> I can talk about things that happen to me</i>	<i><b>Re</b> I can talk about something interesting in the Creation story</i>	<i><b>Rf</b> I can talk about what I would say thank you for in the world around me</i>
<b>Y1</b>	<i><b>1a</b> I can remember the Biblical story of creation and know it is special to Jewish people</i>	<i><b>1b</b> I can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings)</i>	<i><b>1c</b> I can suggest why it is important to Jewish families to build their Sukkah in a special way</i>	<i><b>1d</b> I can talk about things that my family or my class might like to do or happen on a day of rest</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the Creation story</i>	<i><b>1f</b> I can talk about why saying thank you, including for food, is important to me</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of creation and say why it be it might be important to Jewish people</i>	<i><b>2b</b> I can talk about some things Jewish families do together as part of Shabbat worship in the home</i>	<i><b>2c</b> I can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story</i>	<i><b>2d</b> I can ask about what happens in groups my friends or others belong to on a special day, including Shabbat</i>	<i><b>2e</b> I can talk about the meaning in a story, including the Creation story, and about any questions it raises</i>	<i><b>2f</b> I can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Jewish person might learn from the story of Creation about why Shabbat is important</i>	<i><b>3b</b> I can describe some things Jewish people typically do as part of their celebration of Shabbat in the synagogue</i>	<i><b>3c</b> I can describe, with the correct religious words, how prayers and blessings show what Jewish people believe about God</i>	<i><b>3d</b> I can recognise what influences whether I use the words 'bless', 'bless you' or 'God bless' e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about things that I look forward to in life, and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that are important to me about blessings and / or thankfulness with the way I think and behave</i>

## KS1 Judaism – Why do Jewish families talk about repentance at New Year?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in the Jonah story</i>	<i><b>Rb</b> I can recognise someone blowing a shofar because of their religion</i>	<i><b>Rc</b> I can recognise a shofar and that the word 'God' is important to a Jewish person</i>	<i><b>Rd</b> I can talk about things that happen in my class when I do something wrong</i>	<i><b>Re</b> I can talk about something interesting in the story of Jonah</i>	<i><b>Rf</b> I can talk about trying to put something right when I do wrong</i>
<b>Y1</b>	<i><b>1a</b> I can remember the story of Jonah and know who it is special to</i>	<i><b>1b</b> I can use the right words e.g. God, scroll, shofar, repent, to talk about what happens at Yom Kippur</i>	<i><b>1c</b> I can suggest why the symbol of weighing scales is important to a Jewish person at New Year</i>	<i><b>1d</b> I can talk about times when I have done things wrong, and need to say sorry, at home or in class</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the Jonah story</i>	<i><b>1f</b> I can talk about what is important to me about saying sorry and being forgiven, and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of Jonah and say why it might be important to a Jewish person</i>	<i><b>2b</b> I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah</i>	<i><b>2c</b> I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah</i>	<i><b>2d</b> I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view</i>	<i><b>2e</b> I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises</i>	<i><b>2f</b> I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Jewish person might learn from the Jonah story about repentance, forgiveness and God</i>	<i><b>3b</b> I can describe some things that Jewish people do as a part of their preparations for Yom Kippur</i>	<i><b>3c</b> I can describe some ways Jewish people show beliefs about God and repentance at Yom Kippur, using religious terms correctly</i>	<i><b>3d</b> I can recognise how some things / people influence my ideas about saying sorry and putting things right e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about whether repentance is important in life and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link my ideas about repentance and forgiveness with the way I think and behave, or would like to think and behave</i>

## KS1 Judaism – Why is the Torah such a joy for the Jewish community?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in a story about Moses</i>	<i><b>Rb</b> I can recognise that a Jewish person is reading the Torah because of their religion</i>	<i><b>Rc</b> I can recognise a scroll and that the word 'God' is important to a Jewish person</i>	<i><b>Rd</b> I can talk about something that made me very happy</i>	<i><b>Re</b> I can talk about something interesting in a story about Moses</i>	<i><b>Rf</b> I can talk about a rule I know it is important to keep</i>
<b>Y1</b>	<i><b>1a</b> I can remember a story about Moses and the Ten Commandments know who it is special to</i>	<i><b>1b</b> I can talk about what Jewish people do at Simchat Torah using the right words</i>	<i><b>1c</b> I can suggest why a Torah scroll is important to a Jewish person</i>	<i><b>1d</b> I can talk about times when my family or class have felt like jumping or dancing for joy</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including stories about Moses</i>	<i><b>1f</b> I can talk about who or what I think it is important to listen to</i>
<b>Y2</b>	<i><b>2a</b> I can tell parts of the story of Moses and say why they might be important to Jewish people</i>	<i><b>2b</b> I can talk about some things Jewish people do together when the Torah is read in the synagogue</i>	<i><b>2c</b> I can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people</i>	<i><b>2d</b> I can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups</i>	<i><b>2e</b> I can talk about the meaning in a story, including stories of Moses, and about any questions these raise</i>	<i><b>2f</b> I can talk about what is important for others to remember, including Jewish people, asking respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Jewish person might learn from the story of God giving the Ten Commandments</i>	<i><b>3b</b> I can describe some ways Jewish people read, study and celebrate the Torah part of their faith / way of life</i>	<i><b>3c</b> I can describe how a Jewish family shows their beliefs through the action of fixing and touching a mezuzah, using religious terms correctly</i>	<i><b>3d</b> I can recognise how my friends, family or faith influence me and how touching a Mezuzah might influence a Jewish family</i>	<i><b>3e</b> I can ask important questions about what gives me joy in life, and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that my class agrees are important to do e.g. in our class rules, with the way I actually think and behave</i>

## KS1 Islam – How do some Muslims show Allah is compassionate and merciful?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens when Muhammad sees the Crying Camel</i>	<i><b>Rb</b> I can recognise something a Muslim is doing because of their religion e.g. praying</i>	<i><b>Rc</b> I can recognise the names Allah and Muhammad are important to a Muslim</i>	<i><b>Rd</b> I can talk about when someone has shared with me or I have shared with someone else</i>	<i><b>Re</b> I can talk about something interesting in a story about Muhammad</i>	<i><b>Rf</b> I can talk about who is so important or special to me that I share with them</i>
<b>Y1</b>	<i><b>1a</b> I can remember the story of Muhammad and the Crying Camel and know who it is special to</i>	<i><b>1b</b> I can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan</i>	<i><b>1c</b> I can suggest why the words of the Bismillah are important to Muslims</i>	<i><b>1d</b> I can talk about when my family (or class) and I have cared for / shown compassion to an animal</i>	<i><b>1e</b> I can ask why a story is told and what I learn from it, including a story of Muhammad</i>	<i><b>1f</b> I can talk about what I think are important ways to show compassion and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion</i>	<i><b>2b</b> I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an</i>	<i><b>2c</b> I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim</i>	<i><b>2d</b> I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan</i>	<i><b>2e</b> I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise</i>	<i><b>2f</b> I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Muslim might learn about compassion from the story of Muhammad and the poor boy</i>	<i><b>3b</b> I can describe some typical things Muslims do during Ramadan e.g. eating early, fasting, breaking the fast, extra prayers</i>	<i><b>3c</b> I can describe some different names of Allah e.g. the doer of good, the generous, which show Muslim belief about God</i>	<i><b>3d</b> I can recognise who demonstrates most clearly to me what compassion is e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about what the world would be like if everyone showed mercy and compassion and share my own ideas</i>	<i><b>3f</b> I can link my ideas about how important it is to show compassion with the way I actually think and behave</i>

# KS1 Christianity – How does celebrating Pentecost remind Christians that God is with them always?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	<i><b>Ra</b> I can remember something that happens in the Pentecost story</i>	<i><b>Rb</b> I can recognise a Christian is reading the Bible because of their religion</i>	<i><b>Rc</b> I can recognise the words: God, Jesus and Holy Spirit</i>	<i><b>Rd</b> I can talk about something exciting that happened to me</i>	<i><b>Re</b> I can talk about something interesting in the Ascension story</i>	<i><b>Rf</b> I can talk about what is important or special to me about having a friend</i>
Y1	<i><b>1a</b> I can remember the story of Jesus' ascension and know who it is special to</i>	<i><b>1b</b> I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost</i>	<i><b>1c</b> I can suggest why red and orange colours are often used at Pentecost celebrations</i>	<i><b>1d</b> I can talk about times in my family / class when I feel alone or lost, or have to wait</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost</i>	<i><b>1f</b> I can talk about what helps me when I feel alone and why</i>
Y2	<i><b>2a</b> I can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost</i>	<i><b>2b</b> I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers</i>	<i><b>2c</b> I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for</i>	<i><b>2d</b> I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church</i>	<i><b>2e</b> I can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises</i>	<i><b>2f</b> I can talk about an important message that people might want everyone to hear, including a message important to Christians</i>
Y3	<i><b>3a</b> I can describe what a Christians might learn from the story of Pentecost e.g. about God being with them</i>	<i><b>3b</b> I can describe some of the things Christians learn about the 'Fruit of the Spirit' and some ways the fruit might show in their lives</i>	<i><b>3c</b> I can describe, using religious terms, some ways Christians show their belief that the Holy Spirit came at Pentecost e.g. through art, song, poetry</i>	<i><b>3d</b> I can recognise some of the things which influence me e.g. family, friends, faith, and know Christians say the Holy Spirit transforms them</i>	<i><b>3e</b> I can ask good questions based on the Pentecost story e.g. about waiting, feeling alone and sharing, and share some of my ideas</i>	<i><b>3f</b> I can link things / people that are important to me, like those who support and help me, with the way I think and behave</i>



## KS1 Christianity – Why do Christians pray to God and worship him?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<b>Ra</b> I can remember something that happens in a story about Jesus praying	<b>Rb</b> I can recognise something a Christian is doing because of their religion e.g. praying	<b>Rc</b> I can recognise the Lords' Prayer as a prayer Jesus taught to Christians	<b>Rd</b> I can talk about something that my family teaches me	<b>Re</b> I can talk about something interesting in the story of the feeding of the 5000	<b>Rf</b> I can talk about when I think I should say thank you
<b>Y1</b>	<b>1a</b> I can remember the story of Jesus teaching his disciples to pray and know who it is special to	<b>1b</b> I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen	<b>1c</b> I can suggest what is important about the Lord's Prayer to a Christian	<b>1d</b> I can talk about when I need to ask someone for help in my family, or my class, or my faith	<b>1e</b> I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it	<b>1f</b> I can talk about what happened when someone said thank you to me and why I liked it
<b>Y2</b>	<b>2a</b> I can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian	<b>2b</b> I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs	<b>2c</b> I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian	<b>2d</b> I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray	<b>2e</b> I can talk about some of the phrases in the Lord's Prayer and about any questions they raise	<b>2f</b> I can talk about whether praying is important to other people, including Christians, and ask respectfully about why
<b>Y3</b>	<b>3a</b> I can describe what a Christian might learn about God or about themselves from some phrases of the Lord's Prayer	<b>3b</b> I can describe some typical things Christians might pray about as part of their worship of God e.g. using particular words, postures, songs, actions	<b>3c</b> I can describe some ways Christians express their beliefs about what God is like in their prayers and worship, using religious terms correctly	<b>3d</b> I can recognize some of the things which influence what I know / think about praying e.g. family, friends, faith	<b>3e</b> I can ask good questions about the reasons for saying sorry and communicate some of my ideas for answers	<b>3f</b> I can link things that are important to me about saying thank you with the way I think and behave

## KS1 Christianity – Why do Christians trust Jesus and follow him?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in a story about Jesus</i>	<i><b>Rb</b> I can recognise that a Christian reads the Bible because of their religion</i>	<i><b>Rc</b> I can recognise that the words God, Jesus and Bible are important for a Christian</i>	<i><b>Rd</b> I can talk about when my teacher or my family trust me to do something</i>	<i><b>Re</b> I can talk about something interesting in the story of Zacchaeus</i>	<i><b>Rf</b> I can talk about how to choose a good friend</i>
<b>Y1</b>	<i><b>1a</b> I can remember a story about Jesus and know who it is special to</i>	<i><b>1b</b> I can talk about following Jesus to a Christian using the right words e.g. God, trust</i>	<i><b>1c</b> I can suggest why pictures and stories of Jesus are important to Christians</i>	<i><b>1d</b> I can talk about times when I need to trust someone in my family, my class or my religion</i>	<i><b>1e</b> I can ask why a story is told, including the story of Zacchaeus, and what I learn from it</i>	<i><b>1f</b> I can talk about how I know who to trust at school and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell one of the stories about Jesus and say why it might be important to a Christian</i>	<i><b>2b</b> I can talk about how Christians learn more about following Jesus as part of their worship at church</i>	<i><b>2c</b> I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is</i>	<i><b>2d</b> I can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone</i>	<i><b>2e</b> I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise</i>	<i><b>2f</b> I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what Christians might learn from a Bible story about why they should trust and follow Jesus</i>	<i><b>3b</b> I can describe some things that Christians do in following Jesus today after hearing answers from interviews</i>	<i><b>3c</b> I can describe how some Christians show their beliefs about Jesus in a creed or song, using religious words correctly</i>	<i><b>3d</b> I can recognise what or who influences my choices of a good leader or who I choose to follow e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about who I trust / follow in my life, and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that are important to me when I choose who to follow, with the way I think or behave</i>

## KS1 Christianity – Why was Jesus given the name ‘saviour’?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens when Mary sees the angel</i>	<i><b>Rb</b> I can recognise that some Christians use Advent candles as part of their religion</i>	<i><b>Rc</b> I can recognise that the words God, saviour and Jesus are important to Christians</i>	<i><b>Rd</b> I can talk about how my friends help me or how I have helped them</i>	<i><b>Re</b> I can talk about something interesting in the story of Simeon and baby Jesus</i>	<i><b>Rf</b> I can talk about something I would want to find or rescue if it got lost</i>
<b>Y1</b>	<i><b>1a</b> I can remember the Annunciation story and know who it is special to</i>	<i><b>1b</b> I can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas</i>	<i><b>1c</b> I can suggest how a Christian shows which figures are important in a nativity set</i>	<i><b>1d</b> I can talk about things that happen in my family or my class when we have needed help</i>	<i><b>1e</b> I can ask why stories are told and what I learn from them, including the Nativity</i>	<i><b>1f</b> I can talk about what really helps me when I am in trouble e.g. lonely, and why</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian</i>	<i><b>2b</b> I can talk about how Christians use an Advent wreath in their church services</i>	<i><b>2c</b> I can say what Posada stands for and what being involved might make a Christian think about</i>	<i><b>2d</b> I can ask, with respect, about what my friends or different groups do at Christmas, including Christians</i>	<i><b>2e</b> I can talk about how stories often have a meaning, and about questions the nativity story makes me ask</i>	<i><b>2f</b> I can talk about who or what my friends or family would think it was important to help &amp; ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Christian might learn from one of the stories about Jesus as a baby</i>	<i><b>3b</b> I can describe some ways Christians count time in Advent, at home and at church, and why they do this</i>	<i><b>3c</b> I can describe how Christians show their belief about Jesus the Saviour in an Advent ring, using the right religious words</i>	<i><b>3d</b> I can recognise some which influence me e.g. family, friends, faith, like the Christmas story affects Christians trying to help the homeless</i>	<i><b>3e</b> I can ask questions about why some people need rescuing and who should help them, and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that are important to me with who or what I would be determined enough to actually help / rescue</i>

# KS1 Christianity - Why is belonging to God and the church family important to Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happened when children came to see Jesus</i>	<i><b>Rb</b> I can recognise that a baby is being baptised as part of the Christian religion</i>	<i><b>Rc</b> I can recognise these important words for Christians: baptism, God, Jesus, christening</i>	<i><b>Rd</b> I can talk about me when I was a baby or about a baby I know</i>	<i><b>Re</b> I can talk about something interesting in the story of Jesus welcoming children</i>	<i><b>Rf</b> I can talk about what is important or special to do when I hold a baby</i>
<b>Y1</b>	<i><b>1a</b> I can remember the story of Jesus and the children and know who it is special to</i>	<i><b>1b</b> I can use the right words to talk about what happens at a baby's baptism</i>	<i><b>1c</b> I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian</i>	<i><b>1d</b> I can talk about how we might welcome people in my family, my class or my religion</i>	<i><b>1e</b> I can ask why a story is being told and what I learn from it, including a Bible story</i>	<i><b>1f</b> I can talk about a present I have received and why it was important to me</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of Jesus welcoming children and say why it might be important to Christians</i>	<i><b>2b</b> I can talk about some important things Christians do and say at a Church of England baptism ceremony</i>	<i><b>2c</b> I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about</i>	<i><b>2d</b> I can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group</i>	<i><b>2e</b> I can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this</i>	<i><b>2f</b> I can talk about what it important to others, including religious people, about welcoming a new baby, &amp; ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Christian might learn about welcoming others from the stories of Jesus</i>	<i><b>3b</b> I can describe how different Christian groups always use water for a baptism but may baptize people in many different ways</i>	<i><b>3c</b> I can describe how Christians show their beliefs though different parts of a baptism service, using religious words correctly</i>	<i><b>3d</b> I can recognize some of the things which influence me e.g. family, friends, faith, and what will influence a Christian as they grow up</i>	<i><b>3e</b> I can ask why people are sometimes not welcome and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link belonging to my school, class or club with how I think /behave, and how Christians link baptism with following Jesus</i>

## KS1 Christianity – What are the best symbols of Jesus’ death and resurrection at Easter?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happens in an Easter story</i>	<i><b>Rb</b> I can recognise things a Christian is doing at an Easter service at church</i>	<i><b>Rc</b> I can recognise that a cross is a Christian symbol and it is connected to Jesus</i>	<i><b>Rd</b> I can talk about things that happen to make me sad or happy</i>	<i><b>Re</b> I can talk about something interesting in one of the Easter stories</i>	<i><b>Rf</b> I can talk about a souvenir or present that reminds me of someone special / important</i>
<b>Y1</b>	<i><b>1a</b> I can remember one of the Easter stories and know who these stories are special to</i>	<i><b>1b</b> I can use the right words to talk about Christians celebrating Easter: Jesus, cross, communion, joy, shout</i>	<i><b>1c</b> I can suggest why a cross, or crucifix, is an important religious symbol for Christian people</i>	<i><b>1d</b> I can talk about something surprising or amazing that happened in my family, my class or my religion</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the story of Easter</i>	<i><b>1f</b> I can talk about an object or symbol that helps me if I am sad or reminds me of something amazing</i>
<b>Y2</b>	<i><b>2a</b> I can tell one of the Easter stories and say why it might be important to a Christian</i>	<i><b>2b</b> I can talk about Christians taking communion together as part of their Easter worship at church</i>	<i><b>2c</b> I can say what different items could be used as symbols of the Easter stories and what they stand for</i>	<i><b>2d</b> I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event</i>	<i><b>2e</b> I can talk about things in the Easter stories that make me, or others, ask questions</i>	<i><b>2f</b> I can talk about what I, and others, think is important to celebrate and ask why Easter is important</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Christian might learn from the Easter stories about God, Jesus or themselves</i>	<i><b>3b</b> I can describe how Christians around the world use the cross as a symbol but in many different forms</i>	<i><b>3c</b> I can describe, using religious words correctly, how Christians sing or paint their Easter beliefs</i>	<i><b>3d</b> I can recognize some things which influence me like Jesus influences Christians e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about Jesus’ resurrection and share some of my ideas for answers</i>	<i><b>3f</b> I can link people who are important to me /others with wanting to spend time with them or remember them</i>

# KS1 Christianity – What did Jesus teach about God in his parables?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<b>Ra</b> I can remember something that happens in a story Jesus told	<b>Rb</b> I can recognise that Christians read Jesus' stories carefully and try to learn from them	<b>Rc</b> I can recognise the words Jesus and parable are important to Christians	<b>Rd</b> I can talk about things that happen to me when I am at school or home	<b>Re</b> I can talk about something interesting in one of Jesus' parables	<b>Rf</b> I can talk about a story which is important or special to me
<b>Y1</b>	<b>1a</b> I can remember Jesus' parable of the Lost Sheep and know who it is special to	<b>1b</b> I can use the right words to talk about how a Christian learns the stories Jesus told	<b>1c</b> I can suggest why the story of the Lost Sheep is important to a Christian	<b>1d</b> I can talk about times when I feel alone or lost, or need help at home, in class or in my religion	<b>1e</b> I can ask why Jesus used parables and what I can learn from stories, including a parable	<b>1f</b> I can talk about a book that is important to me and why the Bible is special for a Christian
<b>Y2</b>	<b>2a</b> I can tell one of Jesus' parables and say why it might be important to Christians	<b>2b</b> I can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church	<b>2c</b> I can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian	<b>2d</b> I can ask, with respect, what people do in groups my friends and others belong to when they need advice, including Christians	<b>2e</b> I can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises	<b>2f</b> I can talk about important messages some people, including Christians, want to share and ask, with respect, about why
<b>Y3</b>	<b>3a</b> I can describe what a Christian might learn from one of Jesus' parables e.g. about what God is like	<b>3b</b> I can describe some similar things Christians might do after thinking about Jesus' parables e.g. live in a particular way	<b>3c</b> I can describe some ways Christians show their beliefs about God in paintings of parables or in songs, or poems	<b>3d</b> I can recognize some of the things that influence me e.g. family, friends, faith, when I decide whose advice I should follow	<b>3e</b> I can ask good questions about the right way to live, based on Jesus' parables, and communicate my ideas for answers	<b>3f</b> I can link 'being forgiven' or 'being helped' to the way I think about and treat other people