

## Expectations for RE at the end of the school year ~ Upper KS2

- 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 Y5/6 , followed by all of KS2. The pages after that show how each UKS2 unit interprets the generic statements, including expectations for Y3/4 to allow for mixed year groups, or four year rolling programmes.

	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>Y5</b>	<b>5a</b> I can make links that show how the beliefs of religious groups come from particular sources or teachings	<b>5b</b> I can use the right religious words to describe practices and experiences involved in belonging to religious groups	<b>5c</b> I can show how believers express their religious beliefs and feelings in different ways, and suggest why	<b>5d</b> I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong	<b>5e</b> I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give	<b>5f</b> I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs
<b>Y6</b>	<b>6a</b> I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives	<b>6b</b> I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations	<b>6c</b> I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

## Generic end of year expectations for RE in KS2 (based on Suffolk Agreed Syllabus)

	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
Y3	<b>3a</b> I can describe what a believer might learn from a religious story / text	<b>3b</b> I can describe some similar things religious people do as part of their faith / way of life	<b>3c</b> I can describe some ways people show their beliefs using religious words correctly	<b>3d</b> I can recognise some of the things which influence me e.g. family, friends, faith	<b>3e</b> I can ask good questions about life and communicate some of my ideas for answers	<b>3f</b> I can link things that are important to me with the way I think and behave
Y4	<b>4a</b> I can describe what believers might learn from a religious story about God or living	<b>4b</b> I can describe some things religious people do as part of their faith that are the same and some that are different	<b>4c</b> I can describe some different ways people show their beliefs using religious words, art or symbols	<b>4d</b> I can compare some things that influence me with those that influence other people, including religious believers	<b>4e</b> I can ask important questions about life and compare ideas with those of other people, including people of faith	<b>4f</b> I can link things that I, and others, value, with the way we choose to think and behave
Y5	<b>5a</b> I can make links that show how the beliefs of religious groups come from particular sources or teachings	<b>5b</b> I can use the right religious words to describe practices and experiences involved in belonging to religious groups	<b>5c</b> I can show how believers express their religious beliefs and feelings in different ways, and suggest why	<b>5d</b> I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong	<b>5e</b> I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give	<b>5f</b> I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs
Y6	<b>6a</b> I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives	<b>6b</b> I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations	<b>6c</b> I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature

## KS2 Christianity – Why is the gospel such good news for 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>Y3</b>	<b>3a</b> I can describe a story about Jesus and what a Christian might say is good news in it	<b>3b</b> I can talk about how Christians worldwide read the gospels to learn about Jesus	<b>3c</b> I can say what a gospel choir is and how they use songs to show their beliefs	<b>3d</b> I can recognise things which influence me and how Christians feel about the Gospels	<b>3e</b> I can ask good questions about life after hearing gospel stories about Jesus	<b>3f</b> I can link my ideas about what is good news with how I would think and behave
<b>Y4</b>	<b>4a</b> I can describe what a Christian might learn from stories of Jesus about who they believe he is and why he is good news	<b>4b</b> I can describe ways in which believers might use pulpits and lecterns in some churches but not others	<b>4c</b> I can describe some different ways Christians show their belief that Jesus is 'good news' in word, art or symbol	<b>4d</b> I can compare how good news affects me with how it affects other people, including how the gospel affects Christians	<b>4e</b> I can ask big questions about how people decide what is important and how Christians judge what is best	<b>4f</b> I can link what I value with how I think and behave and link gospel teachings with how Christians think and behave
<b>Y5</b>	<b>5a</b> I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible	<b>5b</b> I can use the right religious words to describe and compare what may happen in a church when the Gospels are read	<b>5c</b> I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	<b>5d</b> I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him	<b>5e</b> I can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give	<b>5f</b> I can ask about moral decisions I, and others, including Christians, make when we believe something is 'good news' for people
<b>Y6</b>	<b>6a</b> I can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same	<b>6b</b> I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life	<b>6c</b> I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain my ideas	<b>6d</b> I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus	<b>6f</b> I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important

## KS2 Islam – What does the Qur’an reveal about Allah and his guidance?

	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>Y3</b>	<b>3a</b> I can tell the Muslim story of the Night of Power and say some things Muslims learn from this story	<b>3b</b> I can describe how religious people, including Muslims, often read books which reveal God to them	<b>3c</b> I recognise the Arabic word 'Allah' for God and say why Muslims write it in beautiful calligraphy	<b>3d</b> I can recognise some things which influence me e.g. family, friends and faith, and know these influence Muslims too	<b>3e</b> I can ask good questions after hearing the story of the Night of Power and share ideas for answers	<b>3f</b> I can link what is important to me as a source of guidance with how I choose to think and behave
<b>Y4</b>	<b>4a</b> I can describe what a Muslim might learn about God or ways of living from the story of the Night of Power	<b>4b</b> I can describe some of the things that are the same and different for Muslims and Christians in how they use their holy books	<b>4c</b> I can describe some of the different ways Muslims view what Allah is like by referring to the 99 beautiful names of Allah	<b>4d</b> I can compare some of the things that influence me the most with how the Qur’an has an influence in the lives of Muslims	<b>4e</b> I can ask important questions about life that people would really like answered and compare ideas with others, including people of faith	<b>4f</b> I can link people who are important to me and whose opinions I value, with how I decide about what is right to think or do
<b>Y5</b>	<b>5a</b> I can make links that show how Muslims beliefs and practices come from teachings of the Qur’an or from the Sunnah of the Prophet	<b>5b</b> I can use the right religious words to describe the practices and experiences of Muslim children at a madrassah	<b>5c</b> I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means	<b>5d</b> I can ask questions about how celebrating with others can make us feel we belong, including reference to why Muslims celebrate Laylat-ul Qadr	<b>5e</b> I can ask questions about who I believe tells me the truth about life, comparing my ideas with answers I think a Muslim might give	<b>5f</b> I can ask about moral decisions, I, and others, make based on our values, and what is meant by 'keeping to the straight and narrow'
<b>Y6</b>	<b>6a</b> I can make links between the beliefs and teachings of the Qur’an or Sunnah and why Muslims might make different choices about how they should live	<b>6b</b> I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others	<b>6c</b> I can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall	<b>6d</b> I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain	<b>6e</b> I can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others	<b>6f</b> I can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school

## KS2 Hinduism – What spiritual pathways to Moksha are written about in Hindu scriptures?

	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
Y3	<b>3a</b> I can describe some things Hindus might learn from a story about Krishna	<b>3b</b> I can describe how Hindus want to find a pathway to God but choose different ones	<b>3c</b> I can describe, in religious words, beliefs shown in an image of Krishna and Arjuna	<b>3d</b> I can recognise things which influence what I think about the goal of life and what influences a Hindu	<b>3e</b> I can ask good questions about life, and communicate some answers, after hearing a story about Krishna	<b>3f</b> I can link an important goal in life for me with the way I choose to think and behave
Y4	<b>4a</b> I can describe what a Hindu might learn about the nature of God from stories of Krishna as a child	<b>4b</b> I can describe things which Hindus do to show devotion to Krishna, some the same, some different	<b>4c</b> I can describe ways Hindus offer worship to Krishna using the words: devotion, dance, chant, offering	<b>4d</b> I can compare some of the things that influence me with the idea that the Bhagavad Gita influences Hindus	<b>4e</b> I can ask questions about whether life has a destination and compare my ideas with others, including Hindus	<b>4f</b> I can link my ideas of things it is important for me and others to 'fight' for with how I think and behave
Y5	<b>5a</b> I can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita	<b>5b</b> I can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha	<b>5c</b> I can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why	<b>5d</b> I can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna	<b>5e</b> I can ask if being really devoted to something gives life meaning and purpose, suggesting my own answers and those a Hindu might give	<b>5f</b> I can ask about moral decisions I and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna
Y6	<b>6a</b> I can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them	<b>6b</b> I can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway	<b>6c</b> I can express religious ideas about Krishna in a style of art, craft or storytelling used by Hindus, explaining what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON)	<b>6e</b> I can compare my own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when fighting 'battles' in life

## KS2 Christianity – What is the great significance of the Eucharist for 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>Y3</b>	<b>3a</b> I can describe what a believer might learn from the Last Supper story	<b>3b</b> I can describe how many Christians all over the world remember Jesus with bread / wine	<b>3c</b> I can use Christian terms to describe their beliefs about bread / wine at the Eucharist	<b>3d</b> I can recognise what influences me and how a Christian's beliefs make them feel at the Eucharist	<b>3e</b> I can ask good questions about life when looking at Da Vinci's 'Last Supper'	<b>3f</b> I can link my ideas about who I should thank, and for what, with how I actually act
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn from the Last Supper about why they should remember Jesus' death	<b>4b</b> I can describe some things Christians do to show their thanks to God that are the same / different	<b>4c</b> I can describe some different ways that Christians might give thanks to God in words e.g. prayer, song	<b>4d</b> I can compare some things that influence me with the way the Bible and Jesus influence the lives of Christians	<b>4e</b> I can ask important questions about being thankful and compare my ideas with others, including Christians	<b>4f</b> I can link what I, and others, really value with whether or not we choose to be grateful and how we show it
<b>Y5</b>	<b>5a</b> I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching	<b>5b</b> I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most	<b>5c</b> I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why	<b>5d</b> I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians	<b>5e</b> I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer	<b>5f</b> I can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'
<b>Y6</b>	<b>6a</b> I can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas	<b>6b</b> I can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated	<b>6c</b> I can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means	<b>6d</b> I can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs	<b>6e</b> I can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give	<b>6f</b> I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view



## KS2 Judaism – What is holiness for Jewish people: a place, a time, an object or something else?

	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>Y3</b>	<b>3a</b> I can describe what Jewish people might learn from Moses and the Burning Bush	<b>3b</b> I can describe some actions which are holy for religious people, including Jewish people	<b>3c</b> I can use 'holy' and 'God' to describe what the Torah says about the Burning Bush	<b>3d</b> I can recognise who influences my ideas of 'holy ground' and what others think of this idea	<b>3e</b> I can ask good questions about why the 'Torah scroll' was saved and share ideas	<b>3f</b> I can link my ideas of what to rescue in a catastrophe with how I treat my belongings
<b>Y4</b>	<b>4a</b> I can describe what believers might learn about God from the story of the Golden Calf	<b>4b</b> I can describe how boys and some girls may prepare to read the Torah publicly for the first time	<b>4c</b> I can describe how Jewish people use candles to show their belief that Shabbat is a holy or separate day	<b>4d</b> I can compare some things that influence me with what may have influenced people to make the Golden Calf	<b>4e</b> I can ask important questions about what a holy life is and compare ideas with Jewish believers and others	<b>4f</b> I can link things that I, and others, value or think of as holy, with how committed I am to stand up for my belief
<b>Y5</b>	<b>5a</b> I can make links that show how Jewish beliefs about observing a holy Shabbat come from the teachings of the Torah	<b>5b</b> I can use the right religious words to describe practices and experiences which make Shabbat holy for Jewish families	<b>5c</b> I can show how Jewish believers express their religious beliefs about holiness in different ways and suggest why	<b>5d</b> I can ask questions about groups we choose to listen to or join, especially those with great popularity and what it feels like to be inspired	<b>5e</b> I can ask whether it is right to stand up for what you believe in life and suggest why some people do / don't, including people of faith	<b>5f</b> I can ask about moral choices I, and others make, and suggest what might happen if people kept to the holiness code
<b>Y6</b>	<b>6a</b> I can explain that Jewish people may hold a variety of beliefs as a result of studying the Torah as their guide for life and morality, and give an example	<b>6b</b> I can use a wide religious vocabulary to compare how and why young Jews take on their religious responsibility publicly at Bar / Bat Mitvah	<b>6c</b> I can express the idea of holy ground / holy God in art work similar to a Jewish interpretation of Moses and the Burning Bush, and explain my ideas	<b>6d</b> I can ask about the diverse groups people belong to in society and give my views on the challenges of observing Shabbat for Jewish groups in Britain	<b>6e</b> I can compare my ideas about the purpose of life with the ideas of friends, including the Jewish idea of making the world 'holier' and what that might mean	<b>6f</b> I can discuss some of the benefits and problems of valuing things as 'holy' and compare my ideas with those of Jewish people and others

## KS2 Buddhism – How did Buddha teach his followers to find enlightenment?

	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>Y3</b>	<b>3a</b> I can describe what a Buddhist might learn from Buddha's visit outside the palace	<b>3b</b> I can describe how different Buddhists think meditating is an important practice	<b>3c</b> I can use the right words for symbols of Buddhist belief: lotus, Bodhi tree, wheel	<b>3d</b> I can recognise some of the difficulties which influence or affect me, my family and friends	<b>3e</b> I can ask good questions about life based on Buddha's story and communicate my ideas of answers	<b>3f</b> I can link why I think it is important to keep trying, with my own efforts to persevere at school / home
<b>Y4</b>	<b>4a</b> I can describe what a Buddhist might learn about life from stories that illustrate the Four Noble Truths	<b>4b</b> I can describe how learning the Eightfold Path is important for all Buddhists but may be interpreted differently	<b>4c</b> I can describe some ways different beliefs about Buddha are shown in Buddha rupas (statues) or pictures	<b>4d</b> I can compare what influences me with what influences others, and how the Eightfold Path influences a Buddhist	<b>4e</b> I can ask important questions about why there is suffering in life, comparing ideas with others, including Buddha	<b>4f</b> I can link my ideas about why people are greedy and selfish, with those of my friends and those of Buddhists
<b>Y5</b>	<b>5a</b> I can make links that show Buddhists want to find enlightenment in their own lives because of the example and teaching of Buddha	<b>5b</b> I can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path	<b>5c</b> I can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment	<b>5d</b> I can suggest who I think would be important to ask about suffering in life and say why Buddhist groups would be inspired to ask what Buddha said	<b>5e</b> I can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's	<b>5f</b> I can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha
<b>Y6</b>	<b>6a</b> I can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life	<b>6b</b> I can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences	<b>6c</b> I can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.	<b>6d</b> I can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain	<b>6e</b> I can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments



## KS2 Christianity – How do Christians show their belief that Jesus is God incarnate?

	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
Y3	<b>3a</b> I can describe what a Christian might learn from one of Jesus' 'I am' sayings	<b>3b</b> I can describe how Christians everywhere speak about Jesus as God on the earth	<b>3c</b> I can use religious terms to describe how the ichthus symbol shows Christian beliefs	<b>3d</b> I can recognise things which influence me and that believing Jesus is God influences Christians	<b>3e</b> I can ask good questions about various pictures of Jesus, and share some answers	<b>3f</b> I can link what and who is important to me, with how I think and act
Y4	<b>4a</b> I can describe what a Christian might learn from the 'I am' sayings about Jesus as God	<b>4b</b> I can describe a variety of things Christians do in their churches which focus on Jesus	<b>4c</b> I can describe how Christians show belief in Jesus as incarnate e.g. in pictures, song, sculpture, a Christingle	<b>4d</b> I can compare what influences me with the way the Bible and beliefs about Jesus influence Christians	<b>4e</b> I can ask important questions about good / bad aspects of being human and compare ideas with others	<b>4f</b> I can link things that I value to the way I choose to think and behave, and make the same link for Christians
Y5	<b>5a</b> I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament	<b>5b</b> I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God	<b>5c</b> I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus	<b>5d</b> I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle	<b>5e</b> I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs	<b>5f</b> I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society
Y6	<b>6a</b> I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas	<b>6b</b> I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them	<b>6c</b> I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama... ) and give an explanation	<b>6d</b> I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ	<b>6e</b> I can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian like Nick Vujicic might give	<b>6f</b> I can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint

## KS2 Islam – How does tawhid create a sense of belonging to the Muslim 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>Y3</b>	<b>3a</b> I can describe what a Muslim might learn from a story about the Kaaba	<b>3b</b> I can describe some of the things that are the same whenever any Muslim prays	<b>3c</b> I can use religious words to describe how a circle or some art shows Muslim beliefs	<b>3d</b> I can recognise some of the things which influence me e.g. family, friends and faith	<b>3e</b> I can ask questions about life, and share answers, based on stories of the Kaaba	<b>3f</b> I can link things that are at the 'centre' of my life with the way I think and behave
<b>Y4</b>	<b>4a</b> I can describe what a Muslim might learn about Allah from the story of Ibrahim and the Kaaba	<b>4b</b> I can describe some things that Muslims do when they go for Hajj that express unity, and some that do not	<b>4c</b> I can describe Muslim belief in one God, using the word 'Tawhid' and phrases from Surah al-Ikhlās	<b>4d</b> I can compare things that influence me and my friends the most, with those that influence a Muslim e.g. Harris J	<b>4e</b> I can ask important questions about what people have at the centre of their lives and compare with others, including Muslims	<b>4f</b> I can link something that I, and others, value, with the affect it has on our lives i.e. how it ripples out into life
<b>Y5</b>	<b>5a</b> I can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur'an and is supported by stories of the life of Prophet Muhammad	<b>5b</b> I can use the right terms to describe the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah'	<b>5c</b> I can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.g. <i>prayer direction, prayer words, Kaaba</i>	<b>5d</b> I can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong	<b>5e</b> I can ask questions about a Muslim view of the meaning and purpose of life and suggest my own opinions about life's meaning and purpose	<b>5f</b> I can ask about moral decisions I, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions
<b>Y6</b>	<b>6a</b> I can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith	<b>6b</b> I can use a wide religious vocabulary to compare the practices of a Muslim with the practice of another religion	<b>6c</b> I can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story	<b>6f</b> I can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid

## KS2 Hinduism – How do questions about Brahman and atman influence the way a Hindu lives?

	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>Y3</b>	<b>3a</b> I can describe what a Hindu might learn from the story of Svetaketu	<b>3b</b> I can describe some similar things Hindus do on a visit to a mandir / shrine for worship	<b>3c</b> I can use religious words to describe the Hindu belief shown in the 'Namaste' greeting	<b>3d</b> I can recognise things which influence me, like when something I love is threatened or in danger	<b>3e</b> I can ask questions about life based on the elephant and blind men and give some answers	<b>3f</b> I can link things that are important to me with how I reacted to the Shambo debate
<b>Y4</b>	<b>4a</b> I can describe what Hindus might learn about ideas of God from the story of the blind men and the elephant	<b>4b</b> I can describe how Hindus may choose to worship one or more different deities and why murtis are special	<b>4c</b> I can describe some different ways Hindus, think of God using terms like pantheism, pluralism, monotheism	<b>4d</b> I can compare some things that influence me with how the idea of God in everything might influence Hindus	<b>4e</b> I can ask important questions about the value of an animal's life, comparing my ideas with others e.g. Hindus	<b>4f</b> I can link ideas about how valuable living beings are, with how people choose to treat other humans / animals
<b>Y5</b>	<b>5a</b> I can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig	<b>5b</b> I can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals	<b>5c</b> I can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why	<b>5d</b> I can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul	<b>5e</b> I can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view	<b>5f</b> I can ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate
<b>Y6</b>	<b>6a</b> I can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories	<b>6b</b> I can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator	<b>6c</b> I can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'pervaded' by Brahman	<b>6e</b> I can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities

## KS2 Buddhism – How does the Triple Refuge help Buddhists in their journey through life?

	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
Y3	<b>3a</b> I can describe what a Buddhist might learn from Angulimala's story	<b>3b</b> I can describe how and why Buddhists may meditate before a Buddha image	<b>3c</b> I can use religious words to describe how the Three Jewels stand for Buddhist beliefs	<b>3d</b> I can recognise things which influence me e.g. family, friends, faith, in thinking about refugees	<b>3e</b> I can ask good questions about life, thinking of Angulimala, and suggesting answers	<b>3f</b> I can think about my idea of a 'refuge' and link it with how I might behave when afraid
Y4	<b>4a</b> I can describe what Buddhists might learn from the story of the Burning Tree about life and living	<b>4b</b> I can describe some things Buddhists do to celebrate at Wesak, some the same, some different	<b>4c</b> I can describe some different ways e.g. pictures, words, songs, that Buddhists use to show the Triple Refuge	<b>4d</b> I can compare some things that influence me and others, with how the Five Precepts might influence Buddhists	<b>4e</b> I can ask important questions about what a refuge is for, and compare ideas with others, inc. Buddhists	<b>4f</b> I can link my need, and the need of others, for a refuge, with the way I think and behave in tough times
Y5	<b>5a</b> I can make links that show how the Five Precepts for children and staff at the Dharma School, Brighton, are based on Buddha's Five Precepts	<b>5b</b> I can use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic	<b>5c</b> I can show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala	<b>5d</b> I can ask questions about groups people choose to belong to and whether sharing rules e.g. the Five Precepts, inspires people to work together better	<b>5e</b> I can ask questions about what life is for and think of how others, including young Buddhists, might answer such questions	<b>5f</b> I can ask about the values / commitments on which I make moral decisions and about the decisions others make e.g. based on the Five Buddhist Precepts
Y6	<b>6a</b> I can explain some beliefs and teaching from Buddhism and from the Bible about taking 'refuge', saying what is the same and different about them	<b>6b</b> I can use a wide vocabulary to describe why people might become Buddhist today, the practices they might adopt and how their daily life might change	<b>6c</b> I can express beliefs, ideas and feelings about Buddha as a refuge in an art-form used by a Buddhist e.g. Buddha rupa, hand position	<b>6d</b> I can ask about the diverse groups people belong to in society, and ask if it easier to achieve a goal in the company of others or alone, referring to Buddhist examples	<b>6e</b> I can compare my own ideas about the meaning / purpose of life and, referring to the Triple Gem, suggest my own 3 'jewels' to help me find truth	<b>6f</b> I can discuss some benefits and problems of commitment to a particular way of life, including commitment to the Triple Refuge for Buddhists

## KS2 Christianity – Should believing in the resurrection change how Christians view life and death?

	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
Y3	<b>3a</b> I can describe what a Christian might learn from the story of Jesus' resurrection	<b>3b</b> I can describe how Christians all over the world want to celebrate Jesus' resurrection	<b>3c</b> I can use the word 'Alleluia' to describe how Christians show joy that Jesus is alive	<b>3d</b> I can recognise some things which influence me e.g. how and whether I celebrate Easter	<b>3e</b> I can ask good questions about life and share answers after hearing about Emmaus	<b>3f</b> I can link people who are important to me with the way I think and behave
Y4	<b>4a</b> I can describe what Christians might learn about Jesus from the resurrection story or stories where Jesus raised the dead.	<b>4b</b> I can describe some things Christians do as part of their celebration of Jesus' resurrection that are the same and some that are different	<b>4c</b> I can describe some different ways that Christians show their belief in resurrection e.g. through art, dance or songs	<b>4d</b> I can compare what influences me, and others, when we discuss death, with how belief in resurrection affects what Christians might say	<b>4e</b> I can ask important questions about the end of life and what might follow and compare my ideas with others, including Christians	<b>4f</b> I can link what I, and others value, with how we choose to think and behave, including a reference to Fair Trade and REAL Easter eggs
Y5	<b>5a</b> I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible	<b>5b</b> I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel	<b>5c</b> I can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.	<b>5d</b> I can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ	<b>5e</b> I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own	<b>5f</b> I can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them
Y6	<b>6a</b> I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages	<b>6b</b> I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians	<b>6c</b> I can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey	<b>6d</b> I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas	<b>6e</b> I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers	<b>6f</b> I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have

## KS2 Humanism – Why do Humanists say happiness is the goal of life?

	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>Y3</b>	<b>3a</b> I can describe what Humanists might learn from the Golden Rule	<b>3b</b> I can describe some things that Humanists try to do with their life	<b>3c</b> I can describe why humanists use the 'Happy Human' symbol	<b>3d</b> I can recognise some things which influence me e.g. family, friends, faith	<b>3e</b> I can ask good questions and share my ideas about happiness	<b>3f</b> I can link things that make me happy with how I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Humanists might learn about happiness from the 'Golden Rule'	<b>4b</b> I can describe how celebrations on life's journey are similar / different for religious people/ humanists	<b>4c</b> I can describe how terms like Humanist, Atheist and Agnostic represent different beliefs or world-views	<b>4d</b> I can compare things that influence me with what influences others, like Humanists e.g. ideas about God / religion / life	<b>4e</b> I can ask important questions about having happiness as a life-goal and compare ideas with others, inc. Humanists	<b>4f</b> I can link things that I, and others, value about 'happiness' with the way we think and behave
<b>Y5</b>	<b>5a</b> I can make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life	<b>5b</b> I can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people	<b>5c</b> I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why	<b>5d</b> I can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so	<b>5e</b> I can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one	<b>5f</b> I can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone
<b>Y6</b>	<b>6a</b> I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live	<b>6b</b> I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why	<b>6c</b> I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature



## KS2 Christianity – How do the ‘Heroes of Faith’ encourage Christians today?

	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>Y3</b>	<b>3a</b> I can describe what a Christian might learn about faith from the David and Goliath story	<b>3b</b> I can talk about how Christians believe they need to grow in their faith	<b>3c</b> I can use the words of a Christian song to describe a believer's beliefs about faith	<b>3d</b> I can recognise how family / friends influence my ideas about how easy it is to trust people / God	<b>3e</b> I can ask good questions about trust, and share my ideas, based on Blondin's story	<b>3f</b> I can link my ideas about who it is important to trust with how I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn from David and Goliath about faith/ trust in God	<b>4b</b> I can describe some of the ways Christians grow in their faith, some different, some the same	<b>4c</b> I can describe some different ways that Christians believe Bible heroes showed their faith in God	<b>4d</b> I can compare some things that influence my ideas about trust with those of others, including how his faith in God influenced King David	<b>4e</b> I can ask important questions about who I would 'trade places' with in life and compare ideas with others, including those of faith	<b>4f</b> I can link how I, and my friends, feel about, and value, someone we have faith in, and how this affects our thoughts and behaviour
<b>Y5</b>	<b>5a</b> I can make links that show how Christians believe that hearing about 'heroes of faith' from the Bible, or people's lives gives them courage and strength	<b>5b</b> I can use the right religious words to describe different practices / experiences Christians have of marking faith e.g. baptism, confirmation	<b>5c</b> I can show how Christians use the mustard seed image e.g. in poetry, art or song, to express ideas about growing in faith and suggest why	<b>5d</b> I can ask questions about groups or individuals people chose to identify with and suggest how some Biblical characters e.g. like David, inspire others	<b>5e</b> I can ask questions about the meaning and purpose of life and suggest a range of answers including my own ideas and those Nick Vujicic gives	<b>5f</b> I can ask about (moral) decisions I and others make as a result of having faith in someone and compare with stories of Biblical heroes
<b>Y6</b>	<b>6a</b> I can explain some key Christian teachings about faith from the Bible and how religious stories of struggles can help Christians answer important questions about life	<b>6b</b> I can use a wide religious vocabulary to compare, with examples from an interview, why someone decided to follow Jesus and how that made a difference to how they lived	<b>6c</b> I can express religious beliefs, ideas or feelings about what it means to have faith in a style I have seen used by believers and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of belonging to a Christian community in some countries	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, with the Christian view of life promoted by Nick Vujicic and ask if it would help me or others in the search for truth	<b>6f</b> I can discuss some of the benefits and problems of having a strong faith in, or commitment to, one particular 'hero', including those who value Biblical heroes

## KS2 Christianity – Why do Christians think being a pilgrim is a good analogy for life itself?

	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>Y3</b>	<b>3a</b> I can describe what a Christian might learn from a part of the story of Pilgrim's Progress	<b>3b</b> I can describe how many people make a pilgrimage as part of their faith and what it is	<b>3c</b> I can use religious words to describe what beliefs a scallop shell stands for at a baptism	<b>3d</b> I can recognise things which influence me e.g. <i>my family's idea of a special place to visit</i>	<b>3e</b> I can ask good questions about life and share my ideas, based on Pilgrim's Progress	<b>3f</b> I can link what is important to me with a place I would like to go and visit
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn from Pilgrim's Progress about God or living	<b>4b</b> I can describe some different religious things a Christian might do when on pilgrimage	<b>4c</b> I can describe how some Christians show, in words, their belief in baptism as the start of the Christian journey	<b>4d</b> I can compare what influences me with how going on a pilgrimage may influence others, including Christians	<b>4e</b> I can ask important questions about life as journey and compare my ideas with others, including people of faith	<b>4f</b> I can link a place or person I really value with how hard I, and others, might try to go and visit, and why
<b>Y5</b>	<b>5a</b> I can make links that show how the belief that Christians are 'pilgrims and strangers' in the world comes from the Bible and affects choices they make in life	<b>5b</b> I can use the right religious words to describe practices and experiences on a pilgrimage and how it made a Christian feel	<b>5c</b> I can show how two Christians have compared life as a journey or pilgrimage in songs, suggesting why they are different	<b>5d</b> I can ask why people join particular groups, referring to people who inspire or influence others and to those who join or desert Christian in Pilgrim's Progress	<b>5e</b> I can ask about whether humans are really like pilgrims on a journey with a purpose and suggest my own ideas about this, as well as those of a Christian	<b>5f</b> I can ask about moral decisions I and others make, as a result of particular values or commitments, using examples from Pilgrim's Progress
<b>Y6</b>	<b>6a</b> I can suggest good reasons, including some from the Bible, why some Christians believe going on a pilgrimage helps them think about God and grow in their own spiritual lives	<b>6b</b> I can use a wide religious vocabulary to produce a guide to Holy Land pilgrimage that describes some of the Christian practices and experiences different pilgrims might meet	<b>6c</b> I can express the feelings, beliefs and ideas of Pilgrim in an episode of Pilgrim's Progress, in a style used by a Christian, and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to or identify with and give my views on the challenges of being a Christian facing difficult situations in life, and what gives them strength	<b>6e</b> I can compare my ideas about the meaning and purpose of life with the goal of Pilgrim's journey, and consider how his story might help people who are looking for truth	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments and their role in reaching any goal in life, including how they helped Pilgrim

## KS2 Christianity - When Christians need real wisdom where do they look for it?

	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>Y3</b>	<b>3a</b> I can describe what a Christian might learn from the story of Solomon's dream	<b>3b</b> I can describe how Christians all over the world find wisdom by reading the Bible	<b>3c</b> I can the words of one of Solomon's proverbs to show what the Bible says is wise	<b>3d</b> I can recognise who / what influences me to make wise choices e.g. family, friends, faith	<b>3e</b> I can ask good questions about the story of Solomon and share my ideas	<b>3f</b> I can link my ideas about the best gifts to have with how I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn about wise living from one of Jesus' parables	<b>4b</b> I can describe some tough but wise teachings of Jesus in the Sermon on the Mount about how to live	<b>4c</b> I can describe how Christians might ask God for wisdom, creating a prayer out of a Bible proverb	<b>4d</b> I can compare some of things that influence me with how Jesus' words and actions in the Bible influence Christians	<b>4e</b> I can ask good questions about being wise and compare my ideas with others e.g. the Queen of Sheba	<b>4f</b> I can link things that inspire me, and others, with times when we may want to think deeply or be creative
<b>Y5</b>	<b>5a</b> I can make links that show how some Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible	<b>5b</b> I can use the right religious words to describe /compare how Christians celebrate God's Wisdom in the Bible e.g. dance, song, flags, drama	<b>5c</b> I can show how two parables express Christian beliefs and feelings about wisdom and foolishness in different ways and suggest why	<b>5d</b> I can ask questions about groups we choose to belong to and how we would decide whether belonging to them was wise, and who would inspire us to join	<b>5e</b> I can ask whether the search for wisdom in life is important for humanity and suggest my own answers and that of a Christian	<b>5f</b> I can ask about moral decisions I, and others, make as a result of particular values and commitments, relating these to Solomon and the two mothers
<b>Y6</b>	<b>6a</b> I can explain some of the key things Christians say about God's Wisdom and about wise ways to live and link their ideas and beliefs to Bible texts	<b>6b</b> I can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough	<b>6c</b> I can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom	<b>6e</b> I can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian	<b>6f</b> I can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely

## KS2 Christianity – How do Christians try to capture the mystery of God as Trinity?

	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>Y3</b>	<b>3a</b> I can describe what a Christian might learn from the story of Jesus' baptism	<b>3b</b> I can describe how most religious people talk about God but their beliefs about God differ	<b>3c</b> I can use religious words to describe symbols Christians use to show their belief in God as the Trinity	<b>3d</b> I can recognise things which influence me like family, friends and faith and why some people use the sign of the cross	<b>3e</b> I can ask good questions about the story of Jesus' baptism and communicate some of my ideas / answers	<b>3f</b> I can link what kinds of 'mysteries' are important to me with the way I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn about the Trinity from Jesus' baptism story	<b>4b</b> I can describe how making the sign of the cross may be done differently by groups of Christians or not at all	<b>4c</b> I can describe some ways that Christians show their belief in Trinity as they worship e.g. art, word, symbol	<b>4d</b> I can compare what influences me, and others, with how belief in a 'welcoming' God might influence Christians	<b>4e</b> I can ask important questions about why people might need a 'hug' in life, comparing my ideas with others	<b>4f</b> I can link things that I, and others, value and try to act on with how Christians try to sort the dilemma of the Trinity
<b>Y5</b>	<b>5a</b> I can show that some Christian beliefs about how God helps them in their lives link to Bible metaphors about God and Jesus e.g. Rock, Shepherd	<b>5b</b> I can use the right religious words to describe and compare 'Trinitarian' practices which may be involved in belonging to different Christian groups	<b>5c</b> I can show how Christians express beliefs and feelings about God as Trinity in various ways (prayers, music, song, 2D / 3D art) and suggest why	<b>5d</b> I can ask questions about groups people belong to and understand that some groups are strongly influenced by who or what they believe God is like	<b>5e</b> I can ask big questions about the mysteries of life and the universe and consider answers Christians and atheists, might offer about the idea of God	<b>5f</b> I can ask about how I, and others, make moral decisions and how the use of icons has been controversial and led to different decisions by Christians
<b>Y6</b>	<b>6a</b> I can explain some of the reasons why Christians believe God is Trinity and explain how this is based on the way they experience God as well as hinted at in Biblical text	<b>6b</b> I can use a wide religious vocabulary to produce a guide to Rublev's icon which compares how and why some Christians might use this icon and how it draws them to God	<b>6c</b> I can capture religious beliefs, ideas or feelings about the Trinity in a style (e.g. triptych, or dance) used by Christians and explain what I am trying to convey	<b>6d</b> I can ask about the diverse groups people belong to in society, how they make choices about what to believe, and how easy it is to have faith in a 'mystery' when people ask for proof	<b>6e</b> I can compare my own ideas with the Christian idea that meaning and purpose of life is found in loving relationships, as expressed in their belief in the Trinity	<b>6f</b> I can discuss some of the benefits and problems of holding strong values and commitments, considering if we ever venerate people a bit like religious icons