

Expectations for RE at the end of the school year ~ Lower 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 Y3/4, followed by all of KS2. The pages after that show how each UKS2 unit interprets the generic statements, including expectations for Y5 to allow for mixed year groups, or rolling programmes.

If the LKS2 units are needed for Y6, please use the generic expectations for Y6 to create your own 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
Y3	3a I can describe what a believer might learn from a religious story / text	3b I can describe some similar things religious people do as part of their faith / way of life	3c I can describe some ways people show their beliefs using religious words correctly	3d I can recognise some of the things which influence me e.g. family, friends, faith	3e I can ask good questions about life and communicate some of my ideas for answers	3f I can link things that are important to me with the way I think and behave
Y4	4a I can describe what believers might learn from a religious story about God or living	4b I can describe some things religious people do as part of their faith that are the same and some that are different	4c I can describe some different ways people show their beliefs using religious words, art or symbols	4d I can compare some things that influence me with those that influence other people, including religious believers	4e I can ask important questions about life and compare ideas with those of other people, including people of faith	4f I can link things that I, and others, value, with the way we choose to think and behave

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

In each unit, teachers are reminded, as below, to create Y6 expectations if needed. The generic Y6 statements are shown above and can simply be interpreted for the unit being taught.

Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources and create your own 'I can's' to extend this grid.
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KS2 Christianity – How do Christians show that reconciliation with God and others is important?

	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	3a I can describe what a Christian might learn from the story of the Lost (Prodigal) Son	3b I can describe how Christians everywhere practise confession and ask God to forgive their sins	3c I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices	3d I can recognise some things that influence me e.g. family, friends, faith, when it comes to admitting I am in the wrong	3e I can ask good questions about life when thinking about the story of the Lost Son and communicate some of my ideas for answers	3f I can link what is important to me about peace, reconciliation or forgiveness, with the way I think and behave
Y4	4a I can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation	4b I can describe some things that are the same / different in the way Christians confess their sins	4c I can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt	4d I can compare people and things which influence me with those which influence others, including a practising Christian	4e I can ask important questions about the idea of reconciliation in life e.g. when looking at sculptures, and compare my ideas with others, including Christians	4f I can link things that I, and others value about the need for 'peacemakers' or 'reconcilers' with the way we choose to think and behave in school
Y5	5a I can make links that show how Christian beliefs about how to act towards God and other people come from the words and stories of Jesus about reconciliation in the Bible	5b I can use the right religious words to describe some different practices / experiences familiar to a member of a Christian community e.g. confession, sharing the peace, saying the Lord's Prayer	5c I can show how Christians express their beliefs and feelings about reconciliation in different ways (song / poem / sculpture) and suggest why	5d I can ask questions about how broken friendships could be mended in groups I belong to and include reference to those who inspire Christian reconciliation e.g. Jesus or Desmond Tutu	5e I can ask questions about the meaning and purpose of life as described in Desmond Tutu's 'Dream', and suggest answers of my own alongside his Christian vision	5f I can ask about the basis on which I, and others, including Christians, make moral decisions about saying sorry or forgiving, and suggest what might happen if no-one valued reconciliation
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Islam – How does a Muslim show their submission and obedience to Allah?

	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	3a I can describe what a Muslim might learn from the story of Bilal and the first call to prayer	3b I can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people	3c I can use religious words to describe some ways Muslims show Allah is important when they pray	3d I can recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim	3e I can ask good questions about life after hearing the story of Bilal and give some ideas for answers	3f I can link who is important to me, and who I believe I should obey, with the way I think and behave
Y4	4a I can describe what Muslims might learn from the story of Bilal about God or the Prophet Muhammad	4b I can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray	4c I can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer	4d I can compare some things that influence me, and my friends, with how a Muslim parent wants Allah to be first in their baby's life	4e I can ask if time to think or pray each day would help people find meaning, purpose or truth in life, comparing ideas with others, including people of faith	4f I can link things that I, and others, say we value as part of our daily routine or lifestyle, with how we actually choose to think and behave
Y5	5a I can make links that show how Bilal's life and experiences of the Prophet Muhammad helped him understand the meaning of submission for Muslims	5b I can use the right religious words to describe the different practices / experiences involved in being a Muslim which help them show obedience and submission to Allah	5c I can show how Muslims express their beliefs and feelings about Allah through the different prayer positions and words, and suggest why these might be helpful	5d I can ask questions about who we submit to or obey in groups we choose to belong to, and why, and include reference to people who inspire myself and others	5e I can ask questions about who or what is the most important thing to submit to, or obey, in life, suggesting answers of my own and including one a Muslim might give	5f I can ask how a commitment to obeying particular rules or specific people, helps me, and others, including Muslims, make moral decisions
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Hinduism – Why do Hindus want to collect good karma?

	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	3a I can describe what a Hindu might learn from the story of the Starfish	3b I can describe how Hindus do Sewa, or acts of kindness, and encourage others to do the same	3c I can use religious terms to describe how 'Snakes and Ladders' represents some important Hindu beliefs	3d I can recognise some of the things which influence me to do good or bad things e.g. family, friends, faith,	3e I can ask good questions about life after thinking about some Hindu stories and share some of my ideas	3f I can link things that are important to me with whether or not my thinking and behaviour is 'selfish' or 'selfless'
Y4	4a I can describe what Hindus might learn from one of the stories of the Panchatantra about living the right way	4b I can describe how some, but not all, Hindu boys receive a sacred thread and what this signifies	4c I can describe some different ways Hindus show their beliefs about reincarnation e.g. in the imagery of 'worn-out clothes'	4d I can compare some of the things that influence me, and others I know, with how the idea of good and bad karma influences Hindus	4e I can ask important questions about which actions in life are snakes / ladders and compare my ideas with others, including some Hindu views	4f I can link things that I, and my friends, would value as changes we would like to see in the world with the way we choose to think and behave ourselves
Y5	5a I can make links that show how a Hindu's belief in the importance of sewa (selfless service) is connected to other beliefs e.g. karma and samsara, and encouraged by Hindu teachers and scriptures	5b I can use the words 'debts' and 'duties' to describe what a child may learn in a Hindu community about how to behave and what it is important to do	5c I can show how Hindus express their religious beliefs about karma using several different metaphors and suggest why they do this	5d I can ask questions about debts I owe to my own family or other groups to which I belong, and include reference to the debt many owe to Gandhi for inspiring them to 'be the change'	5e I can ask questions about the importance of acts of kindness in daily life and suggest some answers of my own and include an answer a Hindu involved in Sewa Day might give	5f I can ask questions about how I, and others, make moral decisions, as a result of what we think is important, including how ideas about karma might affect a Hindu's decisions
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – Is the cross a symbol of love, sacrifice or commitment 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
Y3	3a I can describe what a Christian might learn from one of the stories of Holy Week	3b I can describe how Christians in many different lands use crosses to show they are Christians	3c I can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs	3d I can recognise how Remembrance Day celebrations might make different people feel	3e I can ask good questions about life after discussing the Holy Week stories and share ideas for answers	3f I can link things that are important or precious to me with the way I think about, or behave towards, them
Y4	4a I can describe what Christians might learn from the story of Jesus' death / sacrifice	4b I can describe some ways in which a cross is used in the same, or different, ways by Christians	4c I can describe some ways Christians show their beliefs on different crosses or in songs about the cross	4d I can compare some things that influence me, and others, with how belief in Jesus' sacrifice influences Christians	4e I can ask important questions about what a sacrifice is and compare my ideas with others, including a Christian	4f I can link the things that I, and my friends, value, with what we would be willing to sacrifice
Y5	5a I can make links between the Christian ideal of a life of love, sacrifice and commitment with Jesus' teaching about 'taking up the cross'	5b I can use the right religious words to describe how different Christians may wear, or be marked in some way by, a cross to show they belong to Christ and how this might feel	5c I can show how Christians express their beliefs about Jesus' sacrifice in a song and suggest how the words might make a believer feel	5d I can ask questions about whether wearing a cross makes someone a member of the Christian community, including reference to the story of Maria Gomez	5e I can ask whether anything is worth giving up your life for in the light of Jesus' words 'Greater love...' and suggest answers of my own and one a Christian might give	5f I can ask questions about moral decisions made by characters in the story of the 'drowning boy' and suggest the possible outcomes of different decisions based on particular values
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – What do Christians mean when they talk about the Kingdom of God?

	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	3a I can describe what a Christian might learn about Jesus from the story of Palm Sunday	3b I can describe how Christians from different places believe Jesus is king and want to follow his way of life	3c I can use religious terms to describe some ways Christians show their belief that Jesus is their king	3d I can recognise some of the things which influence how I treat other people e.g. family, friends, faith	3e I can ask good questions, about the right way to live based on Jesus' parables, and share some answers	3f I can link things that are important to me with the sort of 'kingdom' I would like to live in
Y4	4a I can describe what Christians might learn from the 'Sheep and Goats' about what God is like and how to live	4b I can describe how Christians pray for God's Kingdom to come in different ways e.g. through song or the Lord's Prayer	4c I can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms	4d I can compare who I listen to when it comes to how I behave with who other people are influenced by, including Christians	4e I can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians	4f I can link ideas about what I, and others, would value in a 'good' kingdom with how we would need to think and behave
Y5	5a I can make links that show how Christian beliefs and ideas about the Kingdom of God are derived from Jesus' own teaching in the gospels e.g. <i>Kingdom parables, Golden Rule, Lord's Prayer</i> , and stories of Jesus in action	5b I can use the right religious words to describe things that some Christians might do, or be part of, as a result of actively trying to build the Kingdom of God, or making the world the place God would want it to be	5c I can show different ways in which Christians express their beliefs about Jesus as king and the idea of 'God's kingdom' using symbols, art, poetry or song, and suggest why	5d I can ask questions about the kind of groups or 'kingdoms' we choose to be part of, including reference to people we might see as our 'kings', who inspire people to belong to / support various groups e.g. charities	5e I can ask questions about whether there is a right or perfect way to run a country or the world, and suggest ideas of my own and an idea that a Christian might give	5f I can ask about what moral decisions leaders might need to make to solve issues in a 'bad' kingdom, referring to particular values those leaders might be committed to, including some of Jesus' values
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Judaism – What symbols and stories help Jewish people remember their covenant with God?

	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	3a I can describe what a Jewish person might learn from Noah about the idea of a covenant with God	3b I can describe how Jewish and Christian people both read and discuss Bible stories to know about God	3c I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises	3d I can recognise some of the things which influence my ideas about promises e.g. family, friends, faith	3e I can ask good questions about life after hearing the stories of the Exodus and share some of my ideas	3f I can link objects which hold important memories for me with how I think about and treat them
Y4	4a I can describe what Jewish people might learn from the stories of Abraham about a covenant with God	4b I can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	4c I can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it	4d I can compare some of the memories that influence me with how the story of Passover (Pesach) might help Jewish people think about their covenant with God	4e I can ask important questions about the role of trust in relation to promises and compare my ideas with others, including a possible Jewish response	4f I can link things that I, and others, agree are valuable e.g. our home/school agreement, with how we choose to think and behave in class
Y5	5a I can make links that show how belief in a covenant between God and the Jewish people comes from different stories told in the Torah, and retold at annual festivals e.g. Pesach, Shavuot	5b I can use the right religious words to describe some Jewish practices involved in remembering their covenant with God e.g. counting the Omer	5c I can show how believers express their beliefs and feelings about the idea of a covenant with God e.g. through songs, designs for Mezuzah cases, Shavuot craft, and suggest why	5d I can ask questions about who inspires me, and others, in groups we choose to belong to, including how the story of Moses and the Exodus continues to inspire Jewish families at their Pesach meal	5e I can ask questions about having a meaning and purpose in life, suggest my own ideas, and discuss the idea that God rescued Moses and later the Jewish people for a purpose	5f I can ask what particular values or commitments govern how I, and others, make moral decisions and what might be different if everyone was guided by the Ten Commandments
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others?

	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	3a I can describe what a Christian might learn from a story about how Jesus helped or saved someone	3b I can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers	3c I can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge	3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith	3e I can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers	3f I can link things that are important to me about receiving help when I need it to how I think and behave
Y4	4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'	4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different	4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards	4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian.	4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect	4f I can link things or people that my friends and I value with the way we choose to think and behave
Y5	5a I can make links that show how the Christian belief in Jesus as the 'saviour of the world' come from the gospel stories of Jesus as a baby and to the stories of him as an adult	5b I can use the right words to describe what religious practices and experiences are part of being a member of the Salvation Army, maybe using the results of an interview	5c I can show how Palacio expressed William Booth's Christian vision in 'Who cares?' and suggest how he hoped Salvation Army members would feel about it and respond	5d I can ask questions about groups we choose to belong to and why some people are left out, including reference to how Jesus' meeting with Zacchaeus might inspire others to change their approach to outsiders	5e I can ask questions about what people should do with their lives and suggest answers of my own and a Christian answer based on what the Salvation Army might say	5f I can ask questions about moral decisions I, and others, make using examples from 'Who cares?' by Palacio, and considering whether it is only our actions that show what we are really committed to or value
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Islam - Why do Muslims call Muhammad the 'seal of the prophets'?

	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	3a I can describe what a Muslim might learn from a story about Muhammad	3b I can describe the Shahadah and know all Muslims everywhere recite the same words	3c I can use 'seal of the prophets' to describe Muslim belief about Muhammad	3d I can recognise some of the things which influence me (family, friends, faith)	3e I can ask good questions about what is important in life after hearing stories about Muhammad	3f I can link important messages I think the world should hear with the way I think and behave
Y4	4a I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living	4b I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer	4c I can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design	4d I can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim	4e I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view	4f I can link things that I, and others, value with how we choose to behave and what we choose to celebrate
Y5	5a I can make links that show how the beliefs Muslims hold about Muhammad and his role as the final messenger of Allah come from the Qur'an and the Sunnah of the Prophet	5b I can use the right religious words to describe the practices and experiences of some Muslims when celebrating the Prophet's Birthday and say why other Muslims do not celebrate it at all	5c I can show how Muslims express some of their religious beliefs and feelings in different ways in a mosque e.g. through actions, building design and decoration, and suggest why	5d I can ask questions about groups I choose to belong to and why I am part of them, and suggest why some people choose to embrace Islam, referring to people who might inspire them to do this	5e I can ask questions about the meaning and purpose of life, suggesting answers of my own, and suggesting what a Muslim / Muhammad might give as an answer	5f I can ask questions about how I, and others, make moral decisions, as a result of particular values or commitments, including examples of religious beliefs which affect how a Muslim decides
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Hinduism – How does the story of Rama and Sita inspire Hindus to follow their dharma?

	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	3a I can describe what a Hindu might learn from the the story of Rama and Sita	3b I can describe how, like other religious people, Hindus have people to inspire them	3c I can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan	3d I can ask recognise things which influence me (family, friends, faith) to fulfil / neglect my duties	3e I can ask good questions to do with my duty in life after talking about Rama and Sita, and share my answers	3f I can link things that are important to me with the way I think about, and tackle, my duties
Y4	4a I can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita	4b I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different	4c I can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding	4d I can compare some of the things / people that influence me with those that influence others, including how the characters in Ramayana influence Hindus	4e I can ask whether everyone has the same or different duties in life and compare my ideas with others, including a Hindu view	4f I can link things that I, and others, value as the 'duties of a human' and those valued by Hindus, with how we actually think and behave
Y5	5a I can make links that show how Hindu beliefs about dharma come from a variety of sources, including holy books, spiritual leaders and the re-telling of stories	5b I can use the right religious words to describe practices and experiences involved in fulfilling one's dharma Hindu e.g. the five daily duties, giving rakhis, wedding promises	5c I can show how Hindus express their beliefs /feelings about the story of Rama and Sita in poetry, drama, puppetry or dance and suggest why the story is an epic	5d I can ask questions about the Hindu view of different duties belonging to different stages in life and talk about who helps / inspires me to fulfil my duties now	5e I can ask questions about why people have, or should have, <u>any</u> duties in life and suggest some different answers of my own and one a Hindu might give	5f I can ask how easy it is for me, and others, to make moral decisions based on what we value, and comment on the decisions of the Ramayana characters to fulfil / fail in their duties
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Sikhism – How does the teaching of the gurus move Sikhs from dark to light?

	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	3a I can describe what a Sikh might learn from stories of Guru Nanak as a child	3b I can describe some similar things Sikhs do when they come to the gurdwara for worship	3c I can use religious words to describe say how Sikh pictures of Guru Nanak show him as a teacher / guru	3d I can recognise some of the things which influence my ideas about feeling unfairly labelled (family, friends, faith)	3e I can ask good questions about life based on stories of Guru Nanak and share some of my answers	3f I can link things that are important to me in a good teacher with how I think and behave in class
Y4	4a I can describe what Sikhs might learn from the story of Nanak's disappearance in the river, and his words when he emerged	4b I can describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated	4c I can describe how Sikhs show their beliefs about God using the words of the Mool Mantar, or through the Ik Onkar symbol	4d I can compare some of the things I do a lot, and that influence me, with how the practice of Simran might influence a Sikh	4e I can ask important questions about having the right values in life and suggest my own answers, including Sikh ideas about a 'true' guru	4f I can link things that I, and others, believe it is important to learn with the way we choose to think and behave towards a teacher
Y5	5a I can make links that show how for many Sikhs reading the daily Hukamnama is a rich source of guidance in life and comes from the Guru Granth	5b I can use the right religious words to try and describe the experiences of a Sikh as they put the three principles into practice in their life	5c I can show how Sikhs express their beliefs about God as the Divine Light or Jot in pictures of the Ten Gurus and suggest why they do this	5d I can ask questions about belonging to a group which follows an inspirational leader, and include references to how Guru Nanak challenged ideas about belonging	5e I can ask questions about whether having a new purpose or goal in life changes someone, and suggest my own answers and one from Sajjan the Robber	5f I can ask questions about who guides us in the moral decisions I, and others, make and suggest why it might be valuable to choose a 'True Guru' as a guide
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – Why do Christians believe they are people on a mission?

	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	3a I can describe what a Christian might learn from the Jonah story e.g. about a mission	3b I can describe some things churches typically do as part of their mission to love God and love their neighbour	3c I can use religious words to describe how Christians show their beliefs about Pentecost in church celebrations	3d I can recognise some things which influence me (family, friends, faith) when I think about having a mission in life	3e I can ask good questions about having a mission or purpose in life, and share some of my ideas for answers	3f I can link things that I think are important to make the world better with the way I think and behave myself
Y4	4a I can describe what Christians might learn from the story of Jonah about God e.g. obeying God, God's love	4b I can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on	4c I can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Pentecost in words, art or symbols	4d I can compare some things / people that influence me with who influences others, including how Jesus' words influence a practising Christian	4e I can ask what things make a positive difference to people's lives and compare with some Christian ideas e.g. in a song	4f I can link things that I, and others, value e.g. the Marks of Mission, with how people choose to think and behave
Y5	5a I can make links that show how Christian beliefs about being on a mission and being salt and light in the world come from Jesus' teaching in the Sermon on the Mount	5b I can use the words 'commission' and 'mission' appropriately to describe and compare different things Christians do to fulfil their call to follow Jesus	5c I can show how Christians express their beliefs about the mission Jesus set them through the twin images of 'salt' and 'light' and suggest what different ideas the images convey	5d I can ask questions about groups people around me choose to belong to, and include reference to people who inspire others to work with / belong to a Christian mission group	5e I can ask questions about whether people have a mission or purpose in life, and suggest answers of my own, and at least one that a Christian might give	5f I can ask about how having particular values and commitments affects moral decisions I, and others, make, including how the 5 Marks of Mission might affect the decisions some Christians make
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Sikhism – How do Sikhs put their beliefs about equality into practice?

	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	3a I can describe what a Sikh might learn from stories of how the young Nanak treated people	3b I can describe some typical things that Sikhs do at a gurdwara e.g. taking karah prashad	3c I can say what a patka is and what long hair and turbans show a Sikh	3d I can recognise some things which influence my ideas about being treated equally or fairly (family, friends, faith)	3e I can ask good questions about whether people are equal and communicate some ideas for answers	3f I can link the importance to me of being treated fairly with the way I think and behave
Y4	4a I can describe what Sikhs might learn from the story of Guru Amar Das and the Emperor about God or how to live	4b I can describe some different things Sikhs do which show equality in the langar e.g. welcome everyone, helping provide food	4c I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united	4d I can compare some things that influence me with those that influence others e.g. how eating and serving at the langar might influence a Sikh	4e I can ask important questions about whether all people are equal and compare my ideas with others, including a Sikh	4f I can link things that I my friends and I say we value in our school rules to how we choose to think and behave towards other people
Y5	5a I can make links that show how the beliefs of Sikhs in equality and service come from particular stories of the different Gurus and from the words of the Guru Granth	5b I can use the right religious words to describe the practice of langar at the Gurdwara and how it helps Sikhs experience the equality Guru Nanak preached	5c I can show how Sikhs express their religious beliefs through the different worship activities at the Gurdwara, and suggest why they do these things	5d I can ask questions about whether humans should see themselves as belonging to one big family, and include reference to people who have inspired others to take this view e.g. the Sikh Gurus	5e I can ask questions about whether there are always new things to learn in life, and suggest answers of my own, and one that a Sikh might give from the story of The Milk and the Jasmine Flower	5f I can ask what the world would be like if I, and others I know, were committed to treating all people as equal, as Guru Nanak taught, and how this might affect the making of moral decisions
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – Why are good stewardship and generous giving important for every Christian?

	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	3a I can describe what a Christian might learn from the parable of the Three Servants	3b I can describe some things that Christians believe they should do as stewards of God's world	3c I can use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God	3d I can recognise some things which influence me (family, friends, faith) with regard to 'giving' money to charity	3e I can ask some good questions on being 'stewards', and share some of my ideas for answers	3f I can link things that are important to me about things I own, and how and why I might look after them
Y4	4a I can describe what Christians might learn from the parable of the Three Servants about good stewardship	4b I can describe how most Christians give money as part of their worship and some different ways they might do this	4c I can describe how Christians show their beliefs about giving to God OR God's ownership of the world in the words of a song	4d I can compare what influences my ideas about how I use my time, money or talents with what influences others. Including some Christians	4e I can ask important questions about who owns things in our world and compare my ideas with others, including Christians	4f I can link things that I, and others, value with the way we choose to think about and use our time, money or talents
Y5	5a I can make links that show how Christian beliefs about ownership, stewardship and the importance of generosity come from particular verses and stories about money in the Bible	5b I can use the right religious words to describe the practices and experiences of Christians trying to be good stewards of their lives, using time, money and talents in God's service	5c I can show how Christians might express their beliefs about 'giving' to God through dance, art, drama or song, based on words from the Bible and suggest what they mean	5d I can ask questions about whether the whole community would benefit if all humans united as a group where everyone 'saves, spends, shares', and refer to people who inspire us to be good stewards	5e I can ask questions about the meaning and purpose of life, including the Christian claim that humans are called to be good stewards of a world God made, and suggest answers of my own	5f I can ask about moral decisions, I and others, might make if we believed we were accountable for our treatment of the planet, including a Christian view that God made us stewards of our world
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own 'I can's' to extend this grid.					

KS2 Christianity – Why do Christians call themselves the ‘Body of Christ’?

	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	3a I can describe what a Christian might learn about helping others from the story of Tabitha	3b I can describe some of things that Christians typically do as part of leading a church	3c I can use the word ‘church’ to reflect the Christian belief that it means both a building and Christian people	3d I can recognise some things which influence me (family, friends, faith) when I am asked to take on a job or responsibility	3e I can ask good questions about sharing jobs, based on how the early church lived, and give some of my ideas	3f I can link my ideas about which parts of the body are most important with how I take care of myself
Y4	4a I can describe what Christians might learn from St Paul’s writings about God and about living as part of the ‘Body of Christ’	4b I can describe some different roles and titles people have in the Anglican church, and in different churches	4c I can describe how Christians use the image of a body and its many parts to show some important beliefs about the Church	4d I can compare words that influence me, and others e.g.in books, or songs, with the way Bible passages help Christians understand their identity / how they belong	4e I can ask important questions about my role in my family, class and school and compare my ideas with the views of others about their roles, including a Christian	4f I can link things that I, and others, value about belonging to a team, with the way we actually choose to think about that team, and how we play our part
Y5	5a I can make links that show how a Christian speaking of being the ‘hands and feet’ of Jesus is expressing ideas about service from Biblical teaching about the ‘Body of Christ’	5b I can use the right religious words to describe things which happen at a Christian Confirmation and how the experience might make a believer feel	5c I can show how some Christians have expressed their beliefs about the ‘Body of Christ’ in poetry or song or art in different ways, and suggest why	5d I can ask some questions about different roles I and my friends have in the groups we belong to, and give answers that refer to people who inspire us to do our best	5e I can ask whether having a role to play in life, and playing it well, is important and suggest answers of my own and one a Christian might give	5f I can ask about the moral decisions I, and others, make about how we treat people, and what values these decisions are based on e.g. the Christian belief in putting others first
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own ‘I can’s’ to extend this grid.					

KS2 Christianity – What difference did Paul’s conversion on the Damascus road make 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
Y3	3a I can describe what a Christian might learn from one of the stories about St Paul	3b I can describe how Christians read Paul’s letters in church to guide their way of life	3c I can use religious words to describe some ways Christians show their beliefs e.g. preaching, testimony	3d I can recognise some things which influence me (family, friends, faith) when changing friends / groups in school	3e I can ask good questions about life after thinking about how St Paul changed and share some ideas	3f I can link things that are important to me with how I think and behave
Y4	4a I can describe what Christians might learn from the story of St Paul’s Conversion about what God is like	4b I can describe how some Christians are converted suddenly, like Paul, and how some Christians become believers more slowly	4c I can describe how and why some Christians show their beliefs by wearing a WWJD wristband and what the letters mean	4d I can compare some things that influence me, with how reading St Paul’s verses on love might influence a couple at a Christian wedding	4e I can ask important questions about having the right values in life and compare these with others, including St Paul’s ideas	4f I can link things that I, and others value, with whether or not we are willing to change the way we think and behave
Y5	5a I can make links that show how important St Paul’s conversion was to the spread of the early church and how Christians still use his letters as a source of beliefs and teaching	5b I can use words from St Paul’s letters to describe ways in which Christians believe they should let the Holy Spirit transform them to be more like Jesus e.g. the Fruit of the Spirit	5c I can show how Christians might express their beliefs or feelings about Paul’s conversion in poetry or art, and suggest why they might want to do this	5d I can ask questions about groups people choose to belong to and why, including why Paul changed groups and ended up inspiring others to belong to the Christian church too	5e I can ask about what sort of things might happen which give someone a new meaning or purpose in life, and suggest my own answer and one St Paul might give	5f I can ask questions about the moral decisions I, and others, make and suggest why a turn in direction is sometimes right, referring to Paul’s life and teaching
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found in the Emmanuel Project resources, and create your own ‘I can’s’ to extend this grid.					