Pupil Name:

Year Group End of Year Expectation	Knowledge and understanding: (Learning about)					Engagement and Response: (Learning from)					Provide opportunities for:
Year 1 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Recognise religious stories. 2. Recognise religious beliefs. 3. Recognise that people act in a particular way because of their beliefs 4. Describe different roles of some people in the local, national and global Church. 5. Recognise religious signs and symbols used in worship, including the celebration of the sacraments. 6. Use religious words and phrases.					1. Say what they wonder about. 2. Talk about their own feelings, experiences and the things that matter to them. 3. Reflect quietly					• Listening to a different point of view • To be able to talk about the hymns they sing and the prayers they say.
Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	

Knowledge and Understanding

To be able to recognise and retell some religious stories, with reference to religious events and people.
In order to achieve this, the children should be introduced to a range of stories about religious events and people. If working within the Expected band, the children should not be Expected to fully retell the story but recognise the religious aspects. If they are moving beyond the Expected and into Exceeding, the children will be able to retell stories, at a depth appropriate to their age. They will also recognise key figures among the People of God. Those Exceeding will recognise the life and history of these people. **Expected – To hear and recognise the stories. Exceeding – To retell a range of stories.**

The children will have recognition of some religious signs and use some of the language.
At this level, the children will not need to demonstrate understanding, they will simply need to be able recognise them and use words and phrases. An example of this would be to be able to make the sign of the cross and say thank you to God. The more able will start to be able to describe some of the symbols and actions that they are using. There is still no need to explain them at this stage.

The children will be able to identify and recognise that people act in certain ways because of their religious beliefs. They will also start to describe some of the ways that people do this.
The children will be able to show an awareness of some religious practice. They will appreciate what people do. An example of this would be a recognition that people go the Mass on Sunday or they live their lives as followers of Jesus. As they start to move towards Exceeding, they will start to add a level of description to their understanding of religious practice.

Engagement and Response

The children will need to be able to discuss and share their own personal feelings and experiences.
At this level, the children should be able to share their own experiences and events that are relevant to their own lives. At Expected the children could refer to events such as their birthday or about occasions where they are happy. If they are moving towards the top end of Expected, into the Exceeding band, they may start to consider the experiences of others.

The children will be able to express and talk about the things that they consider and wonder about.
To be working at Expected, the children have to be able to demonstrate that they have a sense of awe and wonder related to the world around them. In order to do this the children will need to be physically exposed to these wonders and to be able to comment on what they feel and see. The use of all the senses would provide great assessment opportunities and evidence. As they move towards Exceeding, the children will be able to ask and respond to these types of questions and appreciate that some are difficult to answer.

Pupil Name:

Year Group End of Year Expectation	Knowledge and Understanding: (Learning about)					Engagement and Response: (Learning from)					Provide opportunities for:
Year 2 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Retell, in any form, a narrative that corresponds to the scripture source used. 2. Describe some of the actions and choices of believers that arise because of their faith. 3. Recognise key figures in the history of the People of God. 4. Describe the life and work of some key figures in the history of the People of God 5. Recognise key people in the local, national and global Church 6. Describe some religious symbols and steps involved in religious actions and worship, including the celebration of the sacraments. 7. Use religious words and phrases.					1. Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. 2. Ask and respond to questions about their own and others' feelings, experiences and things that matter to them. 3. Participate in periods of reflection in response to given stimulus.					• Listening and responding to a variety of points of views. • Asking and responding to questions about prayers, hymns and age appropriate Scripture stories. (Children working at a greater depth would be able to respond to a wider range of sources; artefacts, images and sacrament.)
Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	

Knowledge and Understanding

To retell some special stories about key religious events and people.
To secure this level and be working at Expected, the children will have the ability to retell a story, at a depth that is appropriate to their age.

To be considered a securely in the Expected range, the children, in addition to using religious words and phrases, will be able to describe some of the actions and symbols.
To be a securely Expected, the children will describe the actions and symbols. They will still not have to explain them at this stage. An example of this could be to describe how we genuflect to the tabernacle. They will recognise individuals in the local, national and global Church, with some appreciation of their roles. Those moving to greater depth will be able to link symbols to religious actions and worship.

In order to achieve Expected, the children will be able to describe some of the ways in which believers live out their faith.
The extension towards 'Exceeding' is the addition of description in their work. If they are working at Expected, the children will be able to describe what happens in church and also, for example, describe how people show, through their actions, that they are trying to live their lives as followers of Jesus.

Engagement and Response

The children are able to respond to questions posed about their own experiences and those of others. They will also start to pose questions of their own.
In working securely at Expected, the children will demonstrate the ability to interact with others. This will allow the children to engage in dialogue with their peers, sharing their experiences and feelings. Circle time would provide the opportunities for the children to share their feelings regarding key events and experiences in their lives and the lives of others. The children deemed to be Exceeding will be able to pose questions about their learning and base their questioning on sound reasons.

To demonstrate working comfortably at Expected, the children will be asking questions about the things they wonder about. They will also have an appreciation that many of these questions are difficult to answer.
During circle times and other opportunities for discussion the children will be prepared to question the elements that they wonder about and what causes them awe and wonder. The second element of this would be for them to recognise that there may not be simple answers to these and that they may come to the answers through careful thought and discussions. Some examples of the things that the children may wonder about could be the stars and planets, the origin of life and the environment. Children working to a greater depth will be able to justify the questions they ask regarding their feelings and experiences.

Pupil Name:

Year Group End of Year Expectation	Knowledge and Understanding: (Learning about)					Engagement and Response: (Learning from)					Provide opportunities for: (Spiritual Reflection)
Year 3 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. 2. Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. 3. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. 4. Use a wider range of religious vocabulary.					1. Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.					• Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a preference
Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	

Knowledge and Understanding

To retell some special stories about key religious events and people. As they move towards Expected, the children will be able to start to make some links between the stories that they encounter. They will also be able to link these stories to a basic religious belief. To secure this level and be working at Expected, the children will have the ability to retell a story, at a depth that is appropriate to their age. In order for the children to be considered moving into Expected, the children will, more consistently and in a range of contexts, be able to link the story to the religious belief. For example, they will be able to make a link between the story of the birth of Jesus and the religious belief that Jesus was the Son of God. They will also recognise the significance of the key Figures in the history of the People of God. **Expected – To retell a range of stories. Moving towards Exceeding – To be able to make links between religious stories and beliefs, giving reasoned responses that are justified with evidence.**

The children will begin to develop further their range of religious vocabulary in the way which they use to give reasons for religious actions and symbols. To be developing or moving into Expected, the children will be able to simply explain why particular actions and symbols are used. As well as being able to describe the sign of the cross, the children will attempt to explain why it is used. The children will have the ability to describe the different roles of people in the local, national and global Church. **Expected – To use religious words and phrases to describe some religious actions and symbols. Moving towards Exceeding – To use developing religious vocabulary to gives reasons for religious actions and symbols.**

The children will be able to describe, in more detail, the ways in which believers live their lives. As they move into securely Expected, they will need to start to consider the reasons behind these actions. If the children are deemed to be working towards the top end of this level, then the focus should be on the ability to reason and to show a greater degree of understanding. The key point will be to recognise why people perform actions. They will have to consider why people go to church and why they seek to live their lives in a certain way. **Expected – The children have to describe some ways in which religion is lived out by believers. Moving towards Exceeding – To be able to give reasons for the actions of believers.**

Engagement and Response

As well as being able to respond and pose questions regarding their feelings and experiences. As they move towards Exceeding, the children will start to make links and start to explore why they and others act in the ways that they do. The children will be able to use discussion time to share why they respond in the ways that they do. If they are working at the higher level here, they may be able to demonstrate that they are able to consider how this is linked to beliefs. **Expected – The children are able to ask and respond to questions about their own and the others' experiences and feelings. Moving towards Exceeding – To be able to make links to show how feelings and beliefs affect their behaviour and those of others. To start moving into Exceeding, the children will still continue to ask questions about the world around them. They will become more adept and finding the answers to the questions they pose. Additional to this they will begin to recognise that others may have other ideas and answers. They will be able to start considering and comparing these.**

In order to evidence the ability to work at this standard, the pupils will be able to engage in discussions at a more sophisticated level. The responses that they give will be more considered. They will have the opportunities to weigh their answers against those of others and begin to reach decisions and fit answers to some of the more complex issues. In order to evidence work and responses at the required level, the children need to have the opportunity to compare and challenge the opinions of their peers and come to conclusions. **Expected – The children will be able to ask questions about what causes them wonder and recognise that many of these questions are difficult to answer. Moving towards Exceeding – As well as asking questions and recognising the difficulty of finding answers to some, the children will be able to recognise that there are differing views and they will be able to compare and consider them. To Exceed, these children will clearly link feelings and beliefs and their behaviours and those of others. These links will be supported with evidence.**

Pupil Name:

Year Group End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 4 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Describe with increasing detail and accuracy; the life and work of key figures in the history of the People of God, religious symbols and steps involved in religious actions and worship and those actions of believers which arise as a consequence of their beliefs. 2. Make links between beliefs and life, giving reasons for actions and choices. 3. Explain what it means to belong to a Church community. 4. Use religious words and phrases.	1. Make links to show how feelings and beliefs affect their behaviour and that of others. 2. Show an understanding of the importance of stillness and quiet during times of reflection and prayer. Time to consider key issues.	• Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a reasoned preference

Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep

Knowledge and Understanding

To be able to consistently and in a range of contexts make links between the stories that they read and the religious beliefs contained in them.
In order to be considered securely at Expected, the children will be able to identify and recognise the religious beliefs that are linked to the stories that they are familiar with. The children will appreciate the role of the key figures in the local, national and global Church. They will understand, with reasoning, the actions of these individuals.

The children will, more confidently, give reasons for religious actions and symbols, using a wider range of appropriate vocabulary.
The children will develop further their reasoning and the quality of their explanations for the existence and use of a range of religious symbols and actions. The children who are believed to be working at a greater depth, will be able to highlight links between the beliefs and sources and the actions of followers. They will demonstrate an appreciation that actions are a consequence of their beliefs.

To demonstrate that they are working at Expected the children will have to support their understanding with clear reasoning.
The key emphasis here is the move away from just describing the actions of believers towards the idea that the children are able to give reasons for the arguments and examples that they put forward. As an example, the children will be able to justify and reason as to why people try to live their lives in the way that Jesus wants them to. In all of these aspects the children will achieve this using an increasing range of religious vocabulary. For those children working at greater depth, they will demonstrate increasing accuracy and appropriateness

Engagement and Response

To be working securely at Expected, the children are able to show how their own and the decisions of others are guided by their beliefs.
The key extension here is that the children are starting to make the links in their understanding. They are able to demonstrate they are starting to consider why they and others act in the way that they do. In order to evidence this the children could refer to how their beliefs direct them to be kind to one another. The children working at a deeper depth can compare their responses to those of others.

The children will be able to compare their own responses alongside the views of their peers. They will continue to challenge these responses and recognise that the answers are difficult to find.
To be shown working consistently at Expected, the children will be able to confidently discuss their questions and those of their peers. They will appreciate that people will have different responses to theirs. The children will have to be able to have the chance to explore these questions and respond with a level of evidence and justification for the answers that they give. They will have an appreciation of the views of others and understand that answers are difficult to come to. The more insightful will recognise that their own and others' decisions are guided and informed by beliefs and moral values. They will be able to evidence this thinking.

Pupil Name:

Year Group End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 5 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Describe more complex scripture passages in a way that shows understanding of the scripture sources used. 2. Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs. 3. Use religious vocabulary widely, accurately and appropriately.	**1.** Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. **2.** Show an understanding of how their own and others' decisions are informed by beliefs and values. **3.** Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci and stimuli)	• Listening and responding to a variety of points of views, supporting these views with reasons and justification. • Making links to Scripture to support a point of view. • The chance to express a reasoned preference and begin to arrive at informed judgements

Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	Com
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	Com
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep	Com

Knowledge and Understanding

To be able to consistently and in a range of contexts make links between the stories that they read and the religious beliefs contained in them. As the children move into Expected, the children will start to deepen their understanding of religious sources. They will also begin to draw on their own feelings and experiences in doing this.
In order to demonstrate that they are starting to work consistently within the Expected range, the children will have to, in greater detail, describe events, stories and show greater understanding. They will also continue to develop further their understanding of the links and the relevance to their own lives. The children will be able to identify the links between a range of sources and the life and work of figures in the history of the People of God. They will also make links in the same way to individuals in the local, national and global Church. Those working at greater depth will be able to explain and express the links between beliefs and worship, beliefs and sources and life.

In order to demonstrate the ability to work at this level, the children will be able to use religious terms to show an understanding of different liturgies.
The focus here should be on the words liturgies and different. They will need to recognise that a liturgy is an act of worship. They will need to be aware of the different types. In order to be secure some description will be required tom show a level of understanding. Examples of this would be to be able to understand what happens at the celebration of Mass and the baptismal liturgy. Those working deeper will be able to link all of the above aspects in relation to the development and practice of a range of worship.

To be working at Expected, the children need to demonstrate a good level of understanding of how the religious beliefs shape the lives of believers.
The key demand for 'Expected' is that the children are able to show a measure of understanding of how lives are shaped. This replaces the single focus on reasoning. The understanding must also be in sufficient detail and with a good level of explanation. To demonstrate this higher level, the explanation should be more detailed. The use of scriptural text should be present here to support their explanations. For example, they should know about the Body of Christ model.

Engagement and Response

At the lower edge Exceeding, the children are starting to demonstrate and show how decisions are informed by beliefs and values.
The fact that the children must show how decisions are informed by faith, means that they will need to have a deeper understanding than they did at. They will begin to explore a wider range of examples to evidence the comments and opinions that they offer. This is in addition to the skill of being able to make links. The children will be able to take ownership for the asking of questions, recognising that some of the answers are hard to get to and may not have a definitive answer.

As the children begin to work at Expected, they will begin to engage with and respond to questions of life. They will now start to do this in the light of religious teaching.
To be working at Expected, the children will be able to refer to and use their knowledge of religious teaching to support the comments that they make. They will be able to make the link and recognise how these religious teachings can be employed to develop their answers. The examples that the children may want to use could be the belief of Christians that God is the Creator and that God loves us. The children will show a confident understanding of how their own and others' decisions are informed and guided by their beliefs and moral values.

Pupil Name:

Year Group End of Year Expectation	Knowledge and Understanding: (Learning about)	Engagement and Response: (Learning from)	Provide opportunities for: (Spiritual Reflection)
Year 6 **Highlight in:** Autumn Term: Yellow Spring Term: Green Summer Term: Blue	1. Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. 2. Use a developing religious vocabulary widely, accurately and appropriately. 3. Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. 4. Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally. 5. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. 6. Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. 7. Recognise and demonstrate some understanding that some beliefs, practice and interpretations of sources have developed over time.	1. Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching. 2. Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching. 3. Identify their own dispositions, personality, history and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value. 4. Explore how different situations are conducive to reflection and contemplation or prayer.	• Expressing a different point of view • Use sources to support and favour some points of views. • Arriving at informed judgements. (Children working at greater depth will have the chance to debate and express original points of view. They will be able to use a wider range of sources and arrive at conclusions that are supported by evidence.)

Autumn Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep
Spring Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep
Summer Assessment	Com	Dev	Secure	Adv	Deep	Com	Dev	Secure	Adv	Deep

Knowledge and Understanding

The children will be able to make consistent links between the stories they read and religious beliefs. They will have a greater ability to draw on their own experiences and the relevance that these stories have. The children will also start to explain how some of the religious beliefs they have studied arose. In order to achieve this level and be considered working at Expected, the children will be able to describe, with a deeper understanding, events, stories and individuals. For example, the children will be able to describe the birth of Jesus, the religious beliefs and also what this event means to them and other Christians. As the children move towards Exceeding, the children will start to use sources to explain the origins of religious beliefs. As part of this work, they will also be able to explain the meaning and purpose of Scriptural passages.

The children will use a range of terms to demonstrate an understanding of different liturgies. They will also be able to describe and explain the meaning and purpose of these different liturgies. To be judged to be working at Expected, it is important, especially if the children are deemed to be moving into Exceeded, to not just demand a description of the different liturgies but to have an understanding of the meaning and purpose of these different acts of worship. The focus on the different forms of liturgies is still important. It is more than just what happens but also the meanings and purposes.

The children should be able to demonstrate an in-depth understanding of how religious belief shapes lives. The children will appreciate the need to demonstrate a consistent level of understanding across a range of contexts and examples. As the children move towards Exceeding, they will need to consider the differences and similarities between peoples' responses to a range of social and moral issues and how their religious beliefs shape their lives. To enable the children to demonstrate this they will need to be given the opportunity to be involved in class discussions, looking at social and moral issues and commenting on why people may have different responses to these issues. Here, some children will be able to demonstrate knowledge and understanding of views and practices within and between religions. Part of this will involve an understanding of the differing forms of worship.

Engagement and Response

The children will evidence greater variety and range in showing how decisions are guided and informed by beliefs and values. As they move towards Exceeding, they will be able to explain what beliefs and values inspire and influence. The children will more clearly demonstrate not only how to make links but also to be able to show, through examples, an appreciation of how the beliefs and values influence their actions. As they move through the Expected range, they will be able to demonstrate this to a much greater depth. In order to evidence aspects of working at Exceeding, the children will have to consider language such as explain, inspire and influence. Recognising and using this language suggests greater levels of understanding. The children will use a wider range of reasons and greater quality in their explanations. The children working towards Exceeding will be able to reflect on their answers and those of their peers comparing the responses.

As the children work consistently at Expected and start to move to Exceeding, they will be able to use their knowledge of religious teaching, more confidently, to support the responses which they give in both written and verbal forms. The children will be more confident in using a wider range of material linked to religious teaching to justify the responses that they give. In order to demonstrate that they are moving towards the Exceeding band, the children will respond in greater detail. They will have the ability to use scriptural texts to support their opinions. They will have the ability to address the beliefs of Christians relating to God as the Creator & human life. They will be able to recognise how religious beliefs answer questions about the purpose and meaning of human life. The children will show a confident understanding of how their own and others' decisions are informed and guided by their beliefs &moral values. Answers will be offered in the light of religious teaching.