

Standards of RE at Jesse Gray Primary School

		KNOWLEDGE	EXPRESSING/COMMUNICATING	APPLICATION SKILLS
FS2	ARE	Children are beginning to appreciate that others may have different ideas and views from their own.	Children begin to know about their own cultures and beliefs and those of other people.	Children can explore, observe and find out about places and objects that matter in different cultures and beliefs.
FS2	GLD	Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.	Children can easily talk about similarities and differences between themselves and others, among families, communities and traditions.	Children know and can observe and find out about places and objects that matter in different cultures and beliefs.
YEAR 1	ARE	Children can name/observe/recognise a church or mosque or a synagogue from a picture	Can consider and speak about their own celebrations and someone else's celebrations.	Can recall and name some objects they have learned about to do with Jewish Shabbat /stories/events in Judaism and Christianity and notice how it feels to create/make something new.
YEAR 1	GDS	Children can identify 1 aspect/belief for Christians and Jews.	Can consider and speak about their own celebrations and someone else's celebrations, explaining why there is a celebration for certain occasions.	Symbols and Sacred Places Children can explain articulately in what ways synagogues/churches important to believers.
YEAR 2	ARE	Can re-tell the Jewish creation story.	Can suggest a meaning for a story, parable or saying by a religious teacher.	Can suggest the meaning of two things that matter to a Christian and/or a Jew.
YEAR 2	GDS	Can tell, in chronological order, other stories from Christianity and Judaism.	Can explain verbally and in written form the purpose of a parable and can make the connection between parables and fables.	Can explain what Jewish people believe about God, creation, humanity and the natural world. Can explain what Jewish people believe about God, creation, humanity and the natural world.
YEAR 3	ARE	Can describe three things Christians believe in, and connect the beliefs of what happens at Christmas.	Can describe 2 things that matter to Muslims, and say how the significance of these ideas are shown in pilgrimage to Makkah.	Can thoughtfully answer the question, 'What are the purposes of a sacred place?'
YEAR 3	GDS	Can describe three things Christians believe in, and connect the beliefs of what and why this happens at Christmas.	Can describe at least 4 things that matter to Muslims, and say how the significance of these ideas are shown in pilgrimage to Makkah.	Can thoughtfully answer the question, 'What are the purposes of a sacred place?' And apply this knowledge to places of worship in Nottinghamshire.
YEAR 4	ARE	Can discuss how Hindu families practise their faith. Can identify what the deeper meanings are of some Hindu Festivals .	Can create a statement of their own beliefs about God, life after death or human values, referring to ideas from two religions that they have studied.	Can express their ideas about what pilgrims hope for on their way to Makkah/Iona/Jerusalem.
YEAR 4	GDS	Can discuss in depth how Hindu families practise their faith and respond thoughtfully to themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation.	Can clearly discuss and write about their own ideas about religion and faith. They can make connections, if any, between their own beliefs and other religions that they have explored.	Can explain the purpose of a pilgrimage and why different people make them. They can explain what the intended outcomes are of a pilgrimage and discuss this in depth.
YEAR 5	ARE	Can explain some differences the Five Pillars make to Muslim lifestyle individually, and in the community of the Ummah (impact).	Can apply sayings of Jesus to their own beliefs and lifestyle, giving their reaction to the religious teaching, thoughtfully.	Can explain what sacred texts and other sources say about God, the world and human life.
YEAR 5	GDS	Can explain in depth some differences the Five Pillars make to Muslim lifestyle individually, and in the community of the Ummah (impact) and identify which one (or more) that are/would be the most significant in their own life.	Can readily apply sayings of Jesus to their own beliefs and lifestyle, giving their reaction to the religious teaching, thoughtfully and with clear justifications of its meaning and purpose.	Can explain what sacred texts and other sources say about God, the world and human life and can identify, the one that they believe is the most significant/relate to in their own life and why.
YEAR 6	ARE	Can explain coherently and insightfully the ideas of rebirth/eternal life for Christians, relating these ideas to other people's views.	Can explain what sacred texts and other sources say about God, the world and human life.	Can explain what can be learned from people, including religious figures, who resist discrimination and persecution, then and now.
YEAR 6	GDS	Can explain in depth the ideas of rebirth/eternal life for Christians, relating these ideas to other people's views as well as making connections to other religions that have similar beliefs.	Can explain in depth what sacred texts and other sources say about God, the world and human life and communicate their own beliefs about what is said about God.	Can explain in depth what can be learned from people, including religious figures, who resist discrimination and persecution, then and now and how this influences others when developing their own moral code.