



Gawber RE Assessment



Personal view	AT1 - About Religion	AT2 - Learning from Religion
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Religions covered		EYFS	Christianity & Judaism & Hinduism	Year 1	Christianity & Judaism
Year 2	Christianity & Judaism & Islam	Year 3	Christianity & Hinduism	Year 4	Christianity & Judaism & Buddhism
Year 5	Christianity & Sikhism	Year 6	Christianity & Judaism & Islam		

EYFS	Working towards	Working at expected standard	Greater Depth
Autumn 1			
What makes people special ?	I can name someone who lives in my house. I can tell you who my role model is. I know Jesus is God's son because it says so in the bible.	I can explain who is in my family. I can begin to understand why some people are special friends/role models.. I can give a reason to explain why Christians believe Jesus was God's son. I Know some of the Ten commandments.	I can talk in detail about people in my family and how they are related. I can say who is my role model and give reasons why. I can talk about why Christians believe Jesus was God's son. I can talk about the Ten commandments.
Autumn 2C			
What is Christmas ?	I can talk about some things that happen at Christmas. I know when Jesus was born in a stable. I know Christians celebrate Christmas every year.	I can explain what I do at Christmas. I can talk about who visited baby Jesus and why they bought gifts. I can explain why Christmas is special to Christians.	I can talk about the traditions we do every Christmas. I can talk about the Christmas Nativity and discuss why it is important. I can discuss the importance of Christmas to Christians.
Spring 1			
How do people celebrate ?	I can talk about some things that happen at New year. I can talk about how New year is celebrated.	I can explain how I celebrate New Year, I can talk about things people do at New year, Chinese New year and at Holi.	I can talk about New year resolutions and why we make them.. I can explain what happens at New year for Christians, Chinese New year and Holi.

	I know New year is celebrated every year.	I can explain why the New year is celebrated in different ways.	I can compare how the New year to celebrated in different countries.
Spring 2			
What is Easter ?	I can tell you some changes that happen at Spring. I can talk about the Easter story. I know Christians celebrate Easter every year.	I can talk about what changes happen at Spring. I can recall parts of the Easter story. I can explain why Christians celebrate Easter.	I can talk about what changes I see happening at Spring compared to winter. I can recall the important parts of the Easter story. I can explain why and how Christians celebrate Easter.
Summer 1			
What can we learn from stories ?	I know some stories have morals. I can remember some information facts from these stories. I can know Christians use these stories to	I can talk about the morals of some stories. I can remember the information facts from these stories. I can learn from these stories how to behave like a good Christian.	I can talk about the morals of all stories. I can remember the information facts from these stories and give examples. I can learn from these stories how to behave like a good Christian.
Summer 2			
<u>What makes people special ?</u>	I can say why I am special. I know Christian's worship in church. I can say some key features of a church.	I can talk about why I am special. I can identify different places of worship. I can talk about some of the key features of a church and mosque.	I can talk about why I am special with reasons. I can identify different places of worship and who worships there. I can talk about the key features of a church and mosque.

Year 1	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
Does God want Christians to look after the world?	I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.
Autumn 2			
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why he is special to them. (Incarnation).
Spring 1			
Was it always easy for Jesus to show friendship?	I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people.	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.	I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians shows friendship and how God helps them do this.
Spring 2			
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.	I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.

Summer 1

Is Shabbat important to Jewish children?	I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.	I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.
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Summer 2

Are Rosh Hashanah and Yom Kippur important to Jewish children?	I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.
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Year 2	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
Is it possible to be kind to everyone all of the time?	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if Christians should be kind and give a reason.	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).
Autumn 2			
Why do Christians believe God gave Jesus to the world?	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.
Spring 1			
How important is it for Jewish people to do what God asks them to do ?	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.
Spring 2			
How important is it to Christians that Jesus	I can say how I remember people who are not here any more. I can recall parts of the Easter story.	I can say what I believe happens to you when you die and tell you how I remember people close to me.	I can start to discuss my beliefs in life after death/what happens when someone dies.

came back to life after his crucifixion?	I can talk about what I think happened to Jesus.	I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.
Summer 1			
Does going to a mosque give a sense of belonging ?	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.
Summer 2			
Does completing Hajj make a person a better Muslim ?	I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.	I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.

Year 3	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child ?	I can think of an action I could take to help a special group. I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.
Autumn 2			
Has Christmas lost its true meaning?	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.
Spring 1			
Could Jesus heal people ?	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.
Spring 2			
What is 'good' about Good Friday?	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important.	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.

	I can ask questions about The Last Supper and Jesus' death.	I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.
Summer 1			
How can Brahman be everywhere and in everything?	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	I can describe some of the characteristics that make me me, even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.
Summer 2			
Would visiting the River Ganges feel special to a non-Hindu ?	I can explain the effects of water on me. I can tell you about some of the things Hindus do at/ in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non- Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).

Year 4	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
How special is the relationship Jews have with God?	I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.
Autumn 2			
What is the most significant part of the Nativity story, for Christians today?	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.
Spring 1			
How important is it for Jewish people to do what God asks them to do?	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.	I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.

Spring 2

Is forgiveness always possible for Christians?	I can talk about how easy it is to forgive some people sometimes, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.	I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.
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Summer 1

Could the Buddha's teachings make the world a better place?	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.
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Summer 2

What is the best way for a Buddhist to lead a good life?	I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.
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<u>Year 5</u>	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
How far would a Sikh go for his/her religion?	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.	I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
Autumn 2			
Is the Christmas story true?	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.
Spring 1			
Are Sikh stories important today?	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.

Spring 2

How significant is it for Christians to believe God intended Jesus to die ?

I can start to consider the goals and purpose I would like for my life.
I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.
I can consider important questions about whether Jesus knew He was going to be crucified.

I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.

I can start to show an understanding of the difference between purpose and destiny.
I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.
I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.

Summer 1

What is the best way for a Sikh to show commitment to God?

I can express why showing commitment to something may be a good thing.
I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.
I can start to show I understand that Sikhs make choice about how they show commitment to God.

I can show an understanding of why people show commitment in different ways.
I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
I can start to express what I think about the best way a Sikh could show commitment to God.

I can explain why one way of showing commitment may not be better than another.
I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.
I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.

Summer 2

What is the best way for a Christian to show commitment to God?

I can express why showing commitment to something may be a good thing.
I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.
I can start to understand there are different degrees of commitment and that's up to individual Christians.

I can show an understanding of why people show commitment in different ways.
I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
I can explain why I think some ways of showing commitment to God would be better than others for Christians.

I can explain why one way of showing commitment may not be better than another.
I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.
I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.

Year 6	<u>Working towards</u>	<u>Working at expected standard</u>	<u>Greater Depth</u>
Autumn 1			
How does a Jew show commitment to God?	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.
Autumn 2			
Does following the 5 pillars show commitment to God ?	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
Spring 1			
Is anything ever eternal?	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal.	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.

		I can reflect on my own beliefs about whether anything is eternal.	
Spring 2			
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.
Summer 1			
Does belief in Akhirah (life after death) help Muslims lead good lives ? PART 1	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.
Summer 2			
Does belief in Akhirah (life after death) help Muslims lead good lives ? PART 2	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations