



Religious Education - End of Year 1 - Expected Standard

Name:						
AT	Skill area	Age 5 - 6	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Recognise religious stories (Topics 1,4,7) Recognise religious beliefs (Topics 3,6,9) Recognise that people act in a particular way because of their beliefs (Topics 3,6,9) Recognise key figures in the history of the People of God (Topics 1,4,7) Recognise key people in the local, national and universal Church (Topics 1,4,7) Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. (Topics 2,5,8) 				
	Making Links and Connections					
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer 				
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 				
AT 3	Use of Sources as Evidence					
	Construct Arguments					
	Make Judgements					
	Recognise Diversity					
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)



Religious Education - End of Year 2 - Expected Standard

Name:						
AT	Skill area	Age 6 – 7 In addition to the Year 1 skills	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Retell, in any form, a narrative that corresponds to the scripture source used (Topics 1,4,7) Describe some religious beliefs (Topics 3,6,9) Describe some of the actions and choices of believers that arise because of their belief (3,6,9) Describe the life and work of some key figures in the history of the People of God (Topics 1,4,7) Describe different roles of some people in the local, national and universal Church (Topics 1,4,7) Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. (Topics 2,5,8) 				
	Making Links and Connections					
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 				
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 				
AT 3	Use of Sources as Evidence					
	Construct Arguments					
	Make Judgements					
	Recognise Diversity					
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)



Religious Education - End of Year 3 - Expected Standard

Name:						
AT	Skill area	Age 7 - 8	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. (Topics 1,4,7) Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> some religious beliefs (Topics 3,6,9) some actions of believers which arise as a consequence of their beliefs (Topics 3,6,9) the life and work of some key figures in the history of the People of God (Topics 1,4,7) different roles of some people in the local, national and universal Church (Topics 1,4,7) some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments (Topics 2,5,8) 				
	Making Links and Connections	<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs (Topics 1,4,7) beliefs and worship, giving reasons for actions and symbols (Topics 2,5,8) beliefs and life, giving reasons for actions and choices (Topics 3,6,9) 				
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use an increasing range of religious words and phrases 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> 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 				
	Beliefs and Values	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 				
AT 3	Use of Sources as Evidence	<ul style="list-style-type: none"> Begin to use a given source to support a point of view 				
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view 				
	Make Judgements	<ul style="list-style-type: none"> Express a preference 				
	Recognise Diversity					
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)



Religious Education - End of Year 4 - Expected Standard

Name:						
AT	Skill area	Age 8 – 9 In addition to the Year 3 skills	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. (Topics 1,4,7) Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs (Topics 2,5,8) those actions of believers which arise as a consequence of their beliefs (Topics 3,6,9) the life and work of key figures in the history of the People of God (Topics 1,4,7) different roles of people in the local, national and universal Church (Topics 1,4,7) religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments (Topics 2,5,8) 				
	Making Links and Connections	<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs (Topics 2,5,8) beliefs and worship, giving reasons for actions and symbols (Topics 1,4,7) beliefs and life, giving reasons for actions and choices (Topics 3,6,9) 				
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use a range of religious words and phrases 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> 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 				
	Beliefs and Values	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 				
AT 3	Use of Sources as Evidence	<ul style="list-style-type: none"> Use a given source to support a point of view 				
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view 				
	Make Judgements	<ul style="list-style-type: none"> Express a preference 				
	Recognise Diversity					
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)



Religious Education - End of Year 5 - Expected Standard

Name:						
AT	Skill area	Age 9 – 10	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Show knowledge and understanding of some scripture passages that corresponds to the scripture source used. (Topics 1,4,7) Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs (Topics 2,5,8) some actions of believers which arise as a consequence of their beliefs (Topics 3,6,9) the life and work of some key figures in the history of the People of God (Topics 1,4,7) what it means to belong to a church community (Topics 3,6,9) some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments (Topics 2,5,8) 				
	Making Links and Connections	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources (Topics 2,5,8) beliefs and worship (Topics 1,4,7) beliefs and life (Topics 3,6,9) 				
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use some religious vocabulary widely, accurately and appropriately 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> 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 				
	Beliefs and Values	<ul style="list-style-type: none"> Show understanding of how own and other's decisions are informed by beliefs and moral values 				
AT 3	Use of Sources as Evidence	<ul style="list-style-type: none"> Use some sources to support a point of view 				
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view and give reasons for it 				
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements 				
	Recognise Diversity	<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view. 				
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)



Religious Education - End of Year 6 - Expected Standard

Name:						
AT	Skill area	Age 10 – 11 In addition to the Year 5 skills	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. (Topics 1,4,7) • Show knowledge and understanding of: <ul style="list-style-type: none"> - a range of religious beliefs (Topics 3,6,9) - those actions of believers which arise as a consequence of their beliefs (Topics 3,6,9) - the life and work of key figures in the history of the People of God (Topics 1,4,7) - what it means to belong to a church community (Topics 3,6,9) - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments (Topics 2,5,8) 				
	Making Links and Connections	<ul style="list-style-type: none"> • Show understanding of, by making links between: <ul style="list-style-type: none"> - beliefs and sources (Topics 2,5,8) - beliefs and worship (Topics 1,4,7) - beliefs and life (Topics 3,6,9) 				
	Historical Development					
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately 				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> • 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 				
	Beliefs and Values	<ul style="list-style-type: none"> • Show understanding of how own and other's decisions are informed by beliefs and moral values 				
AT 3	Use of Sources as Evidence	<ul style="list-style-type: none"> • Use sources to support a point of view 				
	Construct Arguments	<ul style="list-style-type: none"> • Express a point of view and give reasons for it 				
	Make Judgements	<ul style="list-style-type: none"> • Arrive at judgements 				
	Recognise Diversity	<ul style="list-style-type: none"> • Recognise difference, comparing and contrasting different points of view. 				
	Analyse and Deconstruct					

End of Year: **Emerging** **Expected** **Exceeding** (Please circle final overall judgement)