

Overview of Learning Outcomes for Year 1

Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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).	

Year 1 Spring 1	Was it always easy for Jesus to show friendship?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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 show friendship and how God helps them do this.	

Year 1 Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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..	

Year 1 Summer 1	Is Shabbat important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Year 1 Summer 2	Are Rosh Hashanah and Yom Kippur important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 1 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Year 1 Optional	Does celebrating Chanukah make Jewish children feel closer to God?	Comments
WORKING TOWARDS (Level 1)	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.	
Year 1 expectation WORKING AT (Level 2)	I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.	
WORKING BEYOND (Level 3)	I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.	

Overview of Learning Outcomes for Year 2

Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 2 expectation WORKING AT (Level 2)	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 I think Christians should be kind and give a reason.	
WORKING BEYOND (Level 3)	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).	

Year 2 Autumn 2	Why do Christians believe God gave Jesus to the world?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 2 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Year 2 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 2 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

OR

Year 2 Spring 1	Does praying at regular intervals help a Muslim in his/her everyday life?	Comments
WORKING TOWARDS (Level 1)	I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.	
Year 2 expectation WORKING AT (Level 2)	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	
WORKING BEYOND (Level 3)	I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.	

Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion?	Comments
WORKING TOWARDS (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.	
Year 2 expectation WORKING AT (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. 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.	
WORKING BEYOND (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. 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.	

Year 2 Summer 1	How special is the relationship Jews have with God?	Comments
WORKING TOWARDS (Level 1)	I can tell you what an agreement is. I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.	
Year 2 expectation WORKING AT (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	
WORKING BEYOND (Level 3)	I can explain agreements and contracts and say how I would feel if one was broken. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.	

OR

Year 2 Summer 1	Does going to a mosque give Muslims a sense of belonging?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 2 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Year 2 Summer 2	What is the best way for a Jew to show commitment to God?	Comments
WORKING TOWARDS (Level 1)	I can name some things that I have done at certain ages and can tell you something that is important to me. I can name some things that are special to Jews. I can start to express an opinion about what might be important to Jews.	
Year 2 expectation WORKING AT (Level 2)	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 talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.	
WORKING BEYOND (Level 3)	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 ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.	

OR

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Comments
WORKING TOWARDS (Level 1)	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.	
Year 2 expectation WORKING AT (Level 2)	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.	
WORKING BEYOND (Level 3)	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.	

Overview of Learning Outcomes for Year 3

Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 3 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

OR

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Year 3 expectation WORKING AT (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	

Year 3 Autumn 2	Has Christmas lost its true meaning??	Comments
WORKING TOWARDS (Level 2)	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.	
Year 3 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

Year 3 Spring 1	Could Jesus heal people?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 3 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

Year 3 Spring 2	What is 'good' about Good Friday?	Comments
WORKING TOWARDS (Level 2)	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 ask questions about The Last Supper and Jesus' death.	
Year 3 expectation WORKING AT (Level 3)	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 start to reflect on whether I agree with Christian beliefs about Jesus' death.	
WORKING BEYOND (Level 4)	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 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.	

Year 3 Summer 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 3 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

OR

Year 3 Summer 1	Do Sikhs think it is important to share?	Comments
WORKING TOWARDS (Level 2)	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Year 3 expectation WORKING AT (Level 3)	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.	
WORKING BEYOND (Level 4)	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.	

Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain the effects of water on me.</p> <p>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.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can explain why water is important.</p> <p>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.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	
WORKING BEYOND (Level 4)	<p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>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.</p> <p>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).</p>	

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about different ways that I show commitment.</p> <p>I can talk about some ways Sikhs show commitment to God.</p> <p>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>	
WORKING BEYOND (Level 4)	<p>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things.</p> <p>I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p>	

Overview of Learning Outcomes for Year 4

Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

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Name:

Class:

Year 4 Autumn 1	How special is the relationship Jews have with God?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a Jewish story and say something Jewish people believe.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>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.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	
WORKING BEYOND (Level 4)	<p>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.</p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p>	

OR

Year 4 Autumn 1	Is it possible for everyone to be happy?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about what makes me happy and think about why some people may not be happy.</p> <p>I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.</p> <p>I can start to explain why Siddhattha was unhappy even though he was a prince.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p>	
WORKING BEYOND (Level 4)	<p>I can give an opinion on whether helping other people to be happy might make me happy also.</p> <p>I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</p> <p>I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p>	

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 4 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 4 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

OR

Year 4 Spring 1	Could the Buddha's teachings make the world a better place?	Comments
WORKING TOWARDS (Level 2)	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.	
Year 4 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

Year 4 Spring 2	Is forgiveness always possible for Christians?	Comments
WORKING TOWARDS (Level 2)	I can talk about how easy it is to forgive some people some times, 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.	
Year 4 expectation WORKING AT (Level 3)	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.	
WORKING BEYOND (Level 4)	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.	

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	<p>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.</p> <p>I can describe one of the ways Jews show commitment to God.</p> <p>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.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>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.</p> <p>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.</p> <p>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.</p>	
WORKING BEYOND (Level 4)	<p>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.</p> <p>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.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	

OR

Year 4 Summer 1	What is the best way for a Buddhist to lead a good life?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why I make some choices and say why I think some of these are 'good' choices.</p> <p>I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists.</p> <p>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.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	
WORKING BEYOND (Level 4)	<p>I can start to identify the values and reasons that guide me to make my decisions.</p> <p>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.</p> <p>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.</p>	

Year 4 Summer 2	Do people need to go to church to show they are Christians?	Comments
WORKING TOWARDS (Level 2)	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.	
Year 4 expectation WORKING AT (Level 3)	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	
WORKING BEYOND (Level 4)	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.	

Year 4 Optional	Why are there four Gospels and how are they relevant to Christians today?	Comments
WORKING TOWARDS (Level 2)	I can say something I feel is important in the story I have chosen. I can name all four Gospels and say why their accounts of Jesus' life might differ. I can name an event in the Gospels that might be really important to Christians today.	
Year 4 expectation WORKING AT (Level 3)	I can say something I have learnt from Jesus' actions that I would like to consider in my own life. I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it. I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.	
WORKING BEYOND (Level 4)	I can explain how I learn from moral stories to help me become a better person. I can make links between accounts in the Gospels and recognise why these were included. I can reflect on the Christian belief that their lives should follow the example set by Jesus and say how the Gospels may influence this.	

Overview of Learning Outcomes for Year 5

Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
WORKING TOWARDS (Level 3)	<p>I can start to explain why some things I do are more important to me than others and what difference that makes.</p> <p>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.</p> <p>I can start to explain why I think some practices are more important to Sikhs than others.</p>	
Year 5 expectation WORKING AT (Level 4)	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	
WORKING BEYOND (Level 5)	<p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	

OR

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p>	
Year 5 expectation WORKING AT (Level 4)	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	
WORKING BEYOND (Level 5)	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	

Year 5 Autumn 2	Is the Christmas story true?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 5 expectation WORKING AT (Level 4)	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.	
WORKING BEYOND (Level 5)	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.	

Year 5 Spring 1	Are Sikh stories important today?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 5 expectation WORKING AT (Level 4)	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.	
WORKING BEYOND (Level 5)	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.	

OR

Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 5 expectation WORKING AT (Level 4)	I can describe some of the characteristics that make 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, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything.	
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.	

Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 5 expectation WORKING AT (Level 4)	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.	
WORKING BEYOND (Level 5)	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.	

Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	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 choices about how they show commitment to God.	
Year 5 expectation WORKING AT (Level 4)	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.	
WORKING BEYOND (Level 5)	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.	

OR

Year 5 Summer 1	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Comments
WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.	
Year 5 expectation WORKING AT (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.	
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.	

Year 5 Summer 2	What is the best way for a Christian to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 5 expectation WORKING AT (Level 4)	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.	
WORKING BEYOND (Level 5)	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 5 Optional	Does belief in the Trinity help Christians make better sense of God as a whole?	Comments
WORKING TOWARDS (Level 3)	I can think of a gift/'power'/character attribute that I may have which may be useful to others. I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians.	
Year 5 expectation WORKING AT (Level 4)	I can explain how other people may have different aspects to their nature. I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.	
WORKING BEYOND (Level 5)	I can use my self-knowledge of the hidden and open aspects of my character to empathise with others who may also keep private characteristics which may be similar to or different from me. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God. I can explain my opinion on whether or not a Christian would find the Trinity helpful in understanding God as a whole.	

Overview of Learning Outcomes for Year 6

Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 6 expectation WORKING AT (Levels 4/5)	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.	
WORKING BEYOND (Level 5)	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, (partly assessed in Lessons 1&6).	

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	

OR

Year 6 Autumn 2	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Comments
WORKING TOWARDS (Level 3)	I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.	
Year 6 expectation WORKING AT (Levels 4/5)	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	
WORKING BEYOND (Level 5)	I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.	

Year 6 Spring 1	Is anything ever eternal?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 6 expectation WORKING AT (Levels 4/5)	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 reflect on my own beliefs about whether anything is eternal.	
WORKING BEYOND (Level 5)	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.	

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments
WORKING TOWARDS (Level 3)	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.	
Year 6 expectation WORKING AT (Levels 4/5)	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.	
WORKING BEYOND (Level 5)	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.	

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Comments
WORKING TOWARDS (Level 3)	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.	
Year 6 expectation WORKING AT (Levels 4/5)	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.	
WORKING BEYOND (Level 5)	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.	

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	Comments
WORKING TOWARDS (Level 3)	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.	
Year 6 expectation WORKING AT (Levels 4/5)	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.	
WORKING BEYOND (Level 5)	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 of Jihad and recognise and challenge stereotyping.	

Year 6 Optional	How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Comments
WORKING TOWARDS (Level 3)	I can think of something that I could change which would benefit others. I can describe the meaning behind a Biblical text with regard to the New Covenant. I can explain why I have ranked these texts in this order with regard to their importance to Christians.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how I may or may not want somebody to commit to do something for me in return for my commitment. I can make links between the Bible texts I have chosen and the New Covenant. I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today.	
WORKING BEYOND (Level 5)	I can use my judgement to decide whether my commitment is conditional or unconditional and can explain why I have chosen this option. I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet). I can explain my opinion on how relevant the New Covenant is to Christians today.	