

Assessment, achievement and attainment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

Assessment in this agreed syllabus is related to end of phase expectations.

- In RE, at 7, 11 and 14, pupils should show that they know, understand and apply the concepts, skills and processes specified in the Programmes of Study. In addition, this syllabus offers a mid-way marker for end of Year 4, age 9, to help show pupils' progress through KS2.
- The end of phase outcomes are set out on pp.18-19 and repeated within each section of the syllabus. These allow teachers to see how they represent progress in relation to knowledge, understanding and skills. Within each unit outline, learning outcomes are presented that relate to the end-of-phase outcomes. Whilst the end of key stage outcomes are general, the unit learning outcomes are specifically related to the content (knowledge and skills) required to address the key question.
- The learning outcomes for each unit are expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections).
- Note that the spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different key stages. Exploring the same concepts again, from a different perspective and using different materials, is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

The learning outcomes in this syllabus support teachers in assessing whether pupils are on track to meet end of phase and end of key expectations.

- Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- Schools need to be able to track progress of pupils. Using the unit learning outcomes as stepping stones towards the end of phase outcomes will allow teachers to track progress across a year group. This is not the same as giving pupils a 'level'. Teachers will know that pupils' understanding at the start of a topic will necessarily dip as they encounter new

material. Where a key question is building on previous learning (which will become more and more evident as the syllabus is implemented over the long-term), pupils will start with some prior knowledge. Building upon this will help pupils to make more progress.

- An example of summative assessment that could be reported for accountability purposes within the school year would be to make a judgement of that pupil's performance at the end of a unit of work. A teacher could use her/his professional judgement and look at work samples, recall discussions and other responses to teaching and learning and then record whether a pupil is (for example) emerging, meeting expectations or exceeding the specific unit outcomes.
- Schools will need to adapt the information they gain from the learning outcomes to whichever tracking system their school uses. Schools are encouraged to avoid mechanical 'tick-boxing' exercises and focus their assessment on supporting individual pupils to develop their knowledge, understanding and skills in RE.

The unit and end of phase learning outcomes support teachers' planning for all pupils.

- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the phase/key stage in clear view.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils. Classroom activities should enable pupils to build up knowledge and understanding, in a variety of ways, allowing pupils plenty of opportunities to achieve the outcomes. Through the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching.
- The learning outcomes may be broken down further into smaller 'I can' statements by teachers when planning lessons and learning activities for pupils (see p.126 for examples).
- Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils.

The end of key stage statements can be used for reporting to parents.

- As with all subjects of the curriculum, parents are entitled to expect an annual report which clearly describes the progress and achievement of each child in relation to the Programme of Study in RE.
- Good RE reporting is individual, positive, criterion-referenced, accurate and diagnostic.

Using unit and end of phase outcomes for assessing pupils' learning:

Below are some examples to show what kind of response a pupil might give to show that they have achieved the unit learning outcomes.

End of phase outcome: KS1:	Unit outcomes Unit 1.1 God	Examples of pupil-friendly 'I can'/'You can'/'Can you ...?' statements
<p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<p>'I can'/'You can'/'Can you ...?'</p> <p>...explain how the parable of the Lost Son teaches Christians about God's love and forgiveness (e.g. Christians say God is like the father in the story. The father forgives his son, even after the son runs off to do his own thing. The father runs to his son – he wants him back. God wants people to turn back to him too: he is ready to forgive. Christians say God is loving not angry.)</p>
<p>Understanding the impact</p> <ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<p>'I can'/'You can'/'Can you ...?'</p> <p>... say why Christians pray and say sorry to God for forgiveness (e.g. Christians know they go their own way and think, say and do bad things – they sin even though they want to be good. They believe God is very willing to forgive if they are sorry.)</p> <p>... explain why Christians try to forgive others (e.g. Jesus teaches that Christians should love like God does, including forgiving those who do wrong. This is like the father in the parable.)</p>
<p>Making connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<p>'I can'/'You can'/'Can you ...?'</p> <p>... talk and ask questions to explore the meaning of the story for me (e.g. Who am I most like in this story? Do I think it is good to say sorry? I don't believe in God/I'm not sure about God, but is there something for me in this story?)</p> <p>... give a reason for my ideas (e.g. I like the father because he lets his son make his own mistakes/because he is generous and forgiving. I don't know who I am like in the story but I'd like to be kind. I don't believe in God/I'm not sure about God, but I think that it is good to say sorry and to forgive others who say sorry. I think the brother is jealous and that messes up his love for his family.)</p>

These example 'I can' statements are only a sample, indicating stepping stones towards pupils achieving the highlighted unit outcomes. Teachers can develop their own, as long as they stay close to the unit outcomes.

The example pupil statements are also only a sample. They are not intended to be the complete answers. They illustrate the kind of response that is appropriate at each phase. The language is not written in the way pupils might express the ideas themselves, but it is indicative of the kind of content teachers might expect to hear in pupils' responses.

Support materials for this syllabus includes additional sample 'I can' statements for a selection of units.

Unit outcomes

The following pages set out all the end of unit outcomes for Years 1–6. These will help to show how pupils are expected to make progress towards the end of phase outcomes.

KS1 unit outcomes:

End KS1 Pupils can ...	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Recognise that stories of Jesus’ life come from the Gospels 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter
<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

End KS1 Pupils can ...	1.6 Muslims	1.7 Jews	1.8 Sacred places	1.9 World and others	1.10 Belonging
<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people
<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Think, talk and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

Lower KS2 unit outcomes:

End LKS2 Pupils can ...	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

End LKS2 Pupils can ...	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and 'Hinduism' and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

End LKS2 Pupils can ...	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life	L2.12 Make the world better
<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place
<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action
<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Upper KS2 unit outcomes:

End UKS2 Pupils can ...	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives
<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.

End UKS2 Pupils can ...	U2.5 Salvation	U2.6 Kingdom of God	U2.7 Hindus	U2.8 Muslims
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Herefordshire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

End UKS2 Pupils can ...	U2.9 Jews	U2.10 Humanists and Christians	U2.11 Why believe in God	U2.12 Life gets hard
<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives
<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.