

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: **END OF YEAR FIVE**

Pupils will be able to:

- Show knowledge of a range of scripture passages *e.g. Creation and Fall, Abraham, Moses and the Ten Commandments, the Old Testament prophets, the Beatitudes, stories about forgiveness, Holy Week, texts on prayer, the first Christians* and show some understanding of the concepts and beliefs they contain.
- Show knowledge and some understanding of the meaning of a range of religious beliefs *e.g. creation, sin, stewardship, covenant, the Incarnation, the call to sainthood, the importance of forgiveness and reconciliation, the Resurrection, the importance and effect of prayer.*
- Show knowledge of the life and work of key figures *e.g. St. Paul, St. Francis, St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, St. Damien de Veuster* and show some understanding of their life and work.
- Show some understanding of what it means to belong to the church community *e.g. the commitment necessary of a follower of Jesus, the importance and effect of prayer.*
- Show knowledge and some understanding of the meaning of religious signs and the steps involved in the Sacrament of Reconciliation.
- Show knowledge of the actions and decisions of believers and some understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. Abraham and Moses and their call from God, St. Josephine Bakhita, St. Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster, Saul and St. Paul and pupils themselves.*
- Show some understanding of beliefs by making links with sources *e.g. Sin and suffering in the world and the Fall in Genesis, beliefs about God, the Incarnation and the Old Testament prophets, discipleship and scripture sources, reconciliation and the Lost Son, God as loving and forgiving and scripture sources, reconciliation and sources from the life of Jesus, our redemption from sin and the Resurrection.*
- Show some understanding of beliefs by making links with their expression in worship *e.g. the Holy Spirit's presence among us and its expression in religious signs and actions, Jesus' teaching on prayer and its place in Christian worship.*
- Show some understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Ten Commandments, the virtues, the Beatitudes, reconciliation, discipleship.*
- Use religious vocabulary widely, accurately and appropriately
- Compare their own and other peoples' responses to questions of meaning and purpose *e.g. why people suffer, use of own gifts, God's choice of people, the Incarnation, who is inspirational?, the consequences of actions, discipleship*
- Use sources to support a point of view *e.g. passages from the creation story; that someone is inspirational, passages on forgiveness and reconciliation*
- Express a point of view and give a reason for it *e.g. discipleship*
- Begin to arrive at judgements *e.g. why someone is inspirational*

RELIGIOUS EDUCATION

UPPER KEY STAGE TWO EXPECTATIONS: **END OF YEAR SIX**

Pupils will be able to:

- Show knowledge of a range of scripture passages *e.g. parables, miracles, Old Testament prophets, Annunciation, Visitation, Nativity of Jesus, Exodus (Passover), Holy Week texts, Pentecost text, Genesis (made in God's image, creation of man), Body of Christ*, and show understanding of the concepts and beliefs they contain.
- Show knowledge and understanding of the meaning of a range of religious beliefs *e.g. Kingdom of God, Justice, Incarnation, Covenant, Sacrament, Eucharist, Confirmation, titles used of Jesus (King, Messiah, Son of God), Dignity, Service, Solidarity, Mercy, the Church as the Body of Christ*.
- Show knowledge of the life and work of key figures *e.g. St. Therese of Lisieux, Elijah, St. John the Baptist, Oscar Romero, Dorothy Day, Martin Luther King* and show an understanding of their life and work.
- Show understanding of what it means to belong to the church community *e.g. Christians are called to work for justice, the impact of the Eucharist on action in the world, use of gifts and talents in the service of others, commitment to worship and sacraments, performing the works of mercy*.
- Show knowledge and understanding of the meaning of religious signs and the steps involved in the Sacrament of the Eucharist and Confirmation.
- Show knowledge of the actions and decisions of believers (and themselves) and understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) *e.g. beliefs about the Kingdom of God, Justice, Gifts of the Holy Spirit, Dignity, Equality, Solidarity*.
- Show understanding of beliefs by making links with sources *e.g. Kingdom of God and parables and miracles, justice and texts from the prophets, Incarnation and the Annunciation, Visitation and Nativity, Self-giving sacrifice (Last Supper) and the Passover, Son of God / Messiah and scripture passages, Nature of discipleship and texts about the call and life of the disciples, Human dignity and texts from Genesis (made in God's image)*.
- Show understanding of beliefs by making links with their expression in worship *e.g. beliefs expressed in different parts of the Mass, beliefs expressed in worship during Holy Week (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday), beliefs about the effect of the Holy Spirit and Confirmation*.
- Show understanding of beliefs by making links with how they are put into practice and applied to life *e.g. Kingdom of God and applying St. Theresa's 'Little Way, Justice, the Eucharist's impact on action, Service of others, putting belief in human dignity and equality in action*.
- Use religious vocabulary widely, accurately and appropriately.
- Compare their own and other peoples' responses to questions of meaning and purpose *e.g. the Kingdom of God, the Eucharist and the Mass, whether miracles happen or not, belonging to communities including the Church*.
- Use sources to support a point of view *e.g. Kingdom of God, Incarnation (what kind of king is Jesus?), discipleship and service*.
- Express a point of view and give reasons for it *e.g. the Kingdom of God, Incarnation, Eucharist and the Mass, whether miracles happen, inequality*.
- Arrive at judgements *e.g. on miracles, on what's more important i.e. heaven or justice and peace in the world*.

- Recognise difference, comparing and contrasting different points of view *e.g. justice, whether the Trial of Jesus was a fair trial, different views about the Messiah, whether miracles happen, views about inequality.*