

EYFS

RWV Long Term Assessment Sheet - ELG: Understanding the World: People, Culture and Communities- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Understanding Christianity

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I know that there is a big story of the Bible. <i>The Bible has a big story.</i> I can say what is in the Bible, <i>In the Bible there is...</i> I can match concepts to Bible stories. <i>This concept matches the story...</i> I know the Bible is an important book. <i>The Bible is an important book.</i></p>	<p>I sometimes link stories in the Bible to things Christians believe. <i>In the Bible it says _____ so Christians...</i> I know some things Christians do in church. <i>In Church, Christians...</i></p>	<p>I think talk and ask questions about the story. <i>I think...</i> <i>Why ...?</i></p>	<p>ARE Y1</p>
<p>I can recognise that there is a big story of the Bible. <i>The Bible has a big story.</i> I can begin say what is in the Bible, <i>In the Bible there is...</i> I can begin to match concepts to Bible stories. <i>This concept matches the story...</i> I recognise the Bible is an important book. <i>The Bible is an important book.</i></p>	<p>I sometimes link stories in the Bible to things Christians believe with support <i>In the Bible it says _____ so Christians...</i> I recognise some things Christians do in church. <i>In Church, Christians...</i></p>	<p>I think talk and ask questions about the story with support <i>I think...</i> <i>Why ...?</i></p>	<p>EX EYFS</p> <p>ARE EYFS</p>

<p>I can recognise that there is a big story of the Bible with support and prompts. <i>The Bible has a big story.</i> I can begin say what is in the Bible, with supports and prompts <i>In the Bible there is...</i> I can begin to match concepts to Bible stories, with support and prompts <i>This concept matches the story...</i> I recognise the Bible is an important book. <i>The Bible is an important book.</i></p>	<p>I sometimes recognise stories in the Bible to things Christians believe with support and prompts <i>In the Bible it says_____ so Christians...</i> I sometimes recognise some things Christians do in church. <i>In Church, Christians...</i></p>	<p>I think talk and ask questions about the story with support and prompts. <i>I think...</i> <i>Why ...?</i></p>	<p>WT EYFS</p>
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Discovery RE

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I remember some facts about the religion I am studying. <i>I remember _____ about this religion.</i> I can use a religious word with support. <i>That is called a...</i> I know why some religious practices are important. <i>That is important because...</i></p>	<p>I am beginning to think about the enquiry question and use some facts to help me. <i>That question links to...</i></p>	<p>I talk about concepts, linking them to things I have done. <i>That concept reminds me of when I...</i></p>	<p>ARE Y1</p>
<p>I sometimes remember some facts about the religion I am studying. <i>I remember _____ about this religion.</i> I can sometimes use a religious word with support. <i>That is called a...</i> I sometimes know why some religious practices are important. <i>That is important because...</i></p>	<p>I am beginning to think about the enquiry question and use some facts to help me with support <i>That question links to...</i></p>	<p>I am beginning to talk about concepts, linking them to things I have done. <i>That concept reminds me of when I...</i></p>	<p>EX EYFS</p>
			<p>ARE EYFS</p>

<p>I sometimes remember some facts about the religion I am studying with support and prompts <i>I remember _____ about this religion.</i> I can sometimes use a religious word with support and prompts. <i>That is called a...</i> I sometimes know why some religious practices are important with support and prompts <i>That is important because...</i></p>	<p>I sometimes think about the enquiry question and use some facts to help me with support and prompts <i>That question links to...</i></p>	<p>I sometimes to talk about concepts, linking them to things I have done with support and prompts <i>That concept reminds me of when I...</i></p>	<p>WT EYFS</p>
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KS1

Understanding Christianity

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. <i>Some parts of the big story of the Bible are...</i> I know at least two different types of text from the Bible. _____ and _____ are types of text from the Bible. I tell stories from the Bible and link with a concept. <i>The story _____ links with the concept _____</i> I clearly explain what the text might mean to Christians. <i>This text is important to Christians because...</i></p>	<p>I give three examples of ways Christians use Bible concepts to guide their beliefs, in their lives and church communities. <i>I Christians _____ because of the concept _____ in the Bible.</i> I give three examples of how Christians put their beliefs into practice in church worship. <i>Christians _____, _____ and _____ to worship.</i></p>	<p>I think, talk and ask questions about whether the story has something to say to me and I explore different ideas. <i>Why...?</i> <i>I think...</i> <i>This teaches me...</i> <i>On the other hand...</i></p>	<p>EX Y2</p> <p>ARE Y2</p>
<p>I recognise one of the concepts of the big story of the Bible. <i>One part of the big story of the Bible is...</i> I can name one type of text in the Bible. <i>One type of text in the Bible is...</i> I link a story I know with one of the concepts. <i>The Bible story of _____ links to the concept...</i> I explain why the Bible is important to Christians. <i>The Bible is important to Christians because...</i></p>	<p>I give examples of things Christians believe in their lives and in the church community, and link this to stories in the Bible. <i>Christians believe _____ because in the Bible it says...</i> I give one example of how Christians put their beliefs into practice in church worship. <i>Christians _____ to worship.</i></p>	<p>I think talk and ask questions about whether the story has something to say to me. <i>Why ...?</i> <i>I think...</i> <i>This teaches me...</i></p>	<p>WT Y2</p> <p>EX Y1</p>

<p>I know that there is a big story of the Bible. <i>The Bible has a big story.</i> I can say what is in the Bible, <i>In the Bible there is...</i> I can match concepts to Bible stories. <i>This concept matches the story...</i> I know the Bible is an important book. <i>The Bible is an important book.</i></p>	<p>I sometimes link stories in the Bible to things Christians believe. <i>In the Bible it says ____ so Christians...</i> I know some things Christians do in church. <i>In Church, Christians...</i></p>	<p>I think talk and ask questions about the story. <i>I think...</i> <i>Why ...?</i></p>	ARE Y1
			WT Y1
			BELOW Y1

Discovery RE

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I remember many facts about the religions I have studied. <i>In the religion ____ they...</i> I use religious words and can explain what they mean. <i>It is called a ____ which is... and means...</i> I explain the importance and meaning of religious practices and link these to concepts. <i>People _____. It is important to them because ____ and it shows that they are...</i></p>	<p>I use facts to answer the enquiry question and I listen to other people's answers; I understand there can be more than one answer. <i>I agree/disagree with _____'s idea because in that religion ____ which could mean...</i></p>	<p>I explain what concepts mean to me in the world. <i>The concept ____ means ____ to me because...</i></p>	EX Y2
			ARE Y2
<p>I remember facts about the religions I have studied. <i>I remember ____ and ____ about the religion...</i> I am beginning to use religious words. <i>It is called a...</i> I explain the importance and meaning of religious practices. <i>People _____. It is important to them because...</i></p>	<p>I am beginning to think about the enquiry question, using some facts and know that there may be more than one answer. <i>I think ____ because in that religion _____.</i></p>	<p>I talk about what concepts mean to me in the world. <i>The concept ____ means ____ to me.</i></p>	WT Y2
			EX Y1

<p>I remember some facts about the religion I am studying. <i>I remember _____ about this religion.</i> I can use a religious word with support. <i>That is called a...</i> I know why some religious practices are important. <i>That is important because...</i></p>	<p>I am beginning to think about the enquiry question and use some facts to help me. <i>That question links to...</i></p>	<p>I talk about concepts, linking them to things I have done. <i>That concept reminds me of when I...</i></p>	ARE Y1
			WT Y1
			BELOW Y1

LKS2

Understanding Christianity

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I order at least five key concepts within a timeline of the Bible's big story. I list two features of three different types of biblical text. I make clear links between biblical texts and the key concepts. I offer suggestions about what texts might mean to Christians.</p>	<p>I make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. I describe how Christians show their beliefs in worship and in the way they live.</p>	<p>I ask questions and suggest answers about how much the concepts in the Bible make a difference to how people think and live. I share my own views about links between stories in the Bible and life in the world today.</p>	EX Y4
			ARE Y4
<p>I order some concepts on a timeline of the Bible's big story. I know a feature of different types of biblical text. I make links between biblical texts and the key concepts. I offer one suggestion about what a text might mean to Christians.</p>	<p>I make some links between Bible texts and concepts and things Christians do. I describe how Christians show their beliefs through some of their customs.</p>	<p>I link the big ideas in the Bible to how some people live. I make links between some of the stories in the Bible and life in the world today.</p>	WT Y4
			EX Y3

<p>I know some concepts of the Bible’s big story. I know some different types of biblical text. I match biblical texts to the concepts. I can suggest what could be learned from a text.</p>	<p>I make links between one Bible text and things Christians might do. I know some ways Christians show their beliefs.</p>	<p>I ask questions about the big ideas in the Bible. I find similarities between stories in the Bible and the world today.</p>	ARE Y3
			WT Y3
			Working below Y3

Discovery RE

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I recall many facts about the religions I have studied. I select appropriate facts to help me consider answers for the enquiry question.</p>	<p>I apply my knowledge to the enquiry question and support my answer with the most appropriate facts.</p>	<p>I talk about a concept and relate it to the beliefs of the people I am learning about. I listen to the views of others and respond to them with my own opinions, giving reasons and using evidence.</p>	EX Y4
			ARE Y4
<p>I recall facts about the religions I have studied. I select the facts that are most important to the enquiry question and start to explain their importance.</p>	<p>I apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>	<p>I talk about a concept and start to relate this to the people I am learning about. I express my own opinions and support them with reasons.</p>	WT Y4
			EX Y3
<p>I recall some facts about the religions I have studied.</p>	<p>I use at least one fact when answering the enquiry question.</p>	<p>I talk about the people I am learning about.</p>	ARE Y3

I think about the enquiry question and share facts that link to it.		I express my own opinions, giving some reasons for them.	WT Y3
			Working below Y3

UKS2

Understanding Christianity

Making sense of the text	Understanding the impact	Making connections	Assessment
I explain the big story of the Bible and the concepts of it. I identify at least five different types of biblical text using technical terms accurately. I explain connections between biblical texts and concepts, using theological terms. I compare my ideas with different ways in which Christians might interpret Bible texts.	I make clear connections between Bible texts and concepts with Christian beliefs, worship, how Christians behave throughout their lives, their communities and the world. I show how Christians put their beliefs into practise in different ways.	I identify concepts arising from texts and evaluate how helpful or inspiring they are, justifying my ideas. I weigh up how biblical concepts relate to issues in my own life and the world today, developing incites of my own.	EX Y6
			ARE Y6
I explain concepts from the big story of the Bible. I identify different types of biblical text and can name some of them. I explain connections between biblical texts and concepts. I consider how Christians might interpret Bible texts differently.	I make some connections between Bible texts and concepts and how Christians worship and how they behave throughout their lives and in their communities. I can suggest some ways that Christians put their beliefs into practise.	I identify concepts arising from texts and comment on how helpful or inspiring they are. I discuss how biblical concepts relate to issues in my own life and the world today, developing incites of my own.	WT Y6
			EX Y5
I identify concepts from the big story of the Bible. I identify some types of biblical text.		I identify concepts in texts that are helpful or inspiring to me,	ARE Y5

<p>I explain connections between a biblical text and a concept. I consider different interpretations of Bible texts.</p>	<p>I make connections between a Bible text and concepts and how Christians worship and behave throughout their lives. I link some Christian practices to the Bible.</p>	<p>I link biblical concepts to issues in my own life and the world today.</p>	WT Y5
			Working below Year 5

Discovery RE

Making sense of the text	Understanding the impact	Making connections	Assessment
<p>I recall facts about religions and explain differences and similarities in practice and interpretation within and between religions, offering some reasons for these.</p>	<p>I weigh up the evidence and different views relevant to the enquiry question and respectfully express my answer, supported by evidence. I also demonstrate the ability to change my original ideas.</p>	<p>I explain how a concept resonates in my own life and can also discuss how this may be different for other people because of their beliefs and experiences.</p>	EX Y6
			ARE Y6
<p>I recall facts about religions and explain differences in practice and interpretation within and between religions.</p>	<p>I weigh up the evidence and different views relevant to the enquiry question and express my answer, supported with evidence.</p>	<p>I explain how a concept resonates in my own life and can also see this might be different for other people because of their beliefs.</p>	WT Y6
			EX Y5
<p>I recall facts about religions and explain differences in practice and beliefs between religions.</p>	<p>I express my answer, supported with evidence.</p>	<p>I explain how a concept resonates in my own life and can see how it might be different for other people.</p>	ARE Y5
			WT Y5

