



# **St Edmund's Catholic Primary School**

## **Religious Education Assessment Policy**

**2025/26**

### **SCHOOL MISSION STATEMENT**

**...through Christ we learn...**

**St Edmund's Catholic Primary School**

This policy was originally drafted by the by the Head of School.

- Approved by Governing Body on the 15<sup>th</sup> September 2025
- Next full review due 15<sup>th</sup> September 2026.

## 1. Rationale

At St Edmund's, Religious Education is a **core subject** and sits at the heart of our Catholic life. Assessment in RE supports our mission *"Through Christ we learn"* by:

- Ensuring pupils make progress in their **religious knowledge and understanding**.
- Providing evidence of attainment against diocesan and national expectations.
- Informing planning and teaching, enabling staff to meet individual needs.
- Demonstrating our commitment to the **Catholic Schools Inspectorate (CSI)** framework.

## 2. Assessment Framework

Assessment in RE is based on:

- The unit outcomes of the six **Branches** of the RED model curriculum (*Creation & Covenant, Prophecy & Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth, Dialogue & Encounter*).
- **End of year summative learning outcomes** from the Religious Education Directory (2023) which are divided into three areas - The diocesan "Ways of Knowing":
  - **Understand** – theological knowledge, Scripture, doctrine.
  - **Discern** – interpretation, analysis, evaluation, moral reasoning.
  - **Respond** (personal reflection, prayer, application to life) — is **encouraged and evidenced but not formally assessed**. This respects each child's faith journey while celebrating their responses.

Our Insight assessment tracking tool is aligned to diocesan summative learning outcomes and is used to track pupil progress.

## 3. Assessment Practice

Type	What We Do at St Edmund's	Frequency
<b>Formative</b>	Questioning, observation, dialogue, pupil voice, floor books, class prayer books.	Ongoing
<b>Summative</b>	A short quiz and an indicative task per Branch (six per year). Teachers assess against AREs for <b>Understand</b> and <b>Discern</b> only.	Half-termly
<b>Moderation</b>	Samples of work moderated across year groups and clusters to ensure consistency.	Termly
<b>Insight Tracking</b>	Teacher judgments uploaded to Insight as Below / Emerging / Expected / Greater Depth. Used as an analysis tool to identify gaps and plan for next steps.	Half-termly
<b>Portfolio</b>	Exemplars kept to show standards across the school.	Ongoing

## 4. Progression and Recording

- Each class keeps an RE floor book with photographs, scripture, written work, and pupil voice.
- Teachers plan for one indicative assessment per Branch as formal evidence.
- Insight is used to record judgments in **Understand** and **Discern** at the end of each half-term.
- Annual reports to parents include RE attainment plus a comment on personal faith development (*Respond*). Targets are shared to support further progress.

## 5. Expectations of Attainment

By the end of each Key Stage, pupils are expected to:

- **EYFS:** Recognise God's creation, recall simple stories of Jesus, join in simple prayers.
- **KS1:** Retell key Bible stories, learn formal prayers, begin to make links between belief and life.
- **LKS2:** Explain key beliefs, show deeper scriptural understanding, reflect morally on choices.
- **UKS2:** Analyse scripture, make reasoned theological and moral judgments, apply Catholic Social Teaching to life.

## 6. Roles and Responsibilities

Role	Responsibility
Class Teacher	Plan assessment, gather evidence, record judgments, report to parents.
SLT / Head of School	Lead RE assessment policy, coordinate moderation, collate data for SLT, monitor coverage. Oversee RE standards, ensure resources, report to governors.
Governors	Monitor RE outcomes through Headteacher/REC reports.

## 7. Monitoring and Evaluation

- SLT conduct learning walks, book scrutinies, and pupil voice surveys each term.
- RE data is reviewed at pupil progress meetings with targets set.
- Governors receive outcomes via the Catholic Self-Evaluation Document (CSED).

## 8. Inclusion

- RE assessment is inclusive of all pupils, including those of other faiths and none.
- Judgments reflect each child's ability in **Understand** and **Discern**.
- SEN pupils are assessed using appropriate adaptations (e.g. Cherry Garden statements).
- **Respond** is encouraged through prayer, liturgy, and creative expression but not graded.

## 9. Reporting

- Parents receive updates at consultations and in annual reports.
- Governors receive a termly Catholic Life & RE standards report.
- Diocese/CSI Inspectors are provided with assessment evidence as required.

## 10. Review

This policy will be reviewed annually by SLT, with governor oversight, and updated in line with diocesan guidance and CSI requirements.

# Appendix 1: RE Assessment Overview (2025–2026)

Autumn 1	
Branch 1: Creation & Covenant	Liturgical Link: Creation / Ordinary Time
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	Teacher assessment of the topic based on their understanding of the Big Question.
Year 2	<b>Assessment question:</b> What does the rainbow in the story of Noah remind us about God’s promise to all living things?
Year 3	<b>Assessment question:</b> How does the story of Creation in Genesis help us understand our relationship with God, each other, and the world around us?
Year 4	<b>Assessment question:</b> How does Abraham inspire my Faith?
Year 5	<b>Assessment piece:</b> A brief summary of the key events of the Moses story, focusing on the call and the covenant. Reflect on how the Ten Commandments relate to your own life. What Virtues do you currently possess? What Habits do you need to continue to work on to be an even better neighbour? What does the Church teach us about loving ones neighbour?
Year 6	<b>Assessment questions: Part 1 (Option 1)</b> Explain the purpose of the second Creation story according to the Church. What is the link between stewardship and the second Creation story? Describe the concept of original sin. How does Baptism restore the relationship with God? What is the role of a Christian scientist? <b>Part 1 (Option 2)</b> How does the belief in a new covenant through Jesus restore the relationship with God? <b>Part 2</b> - Design a poster or presentation highlighting the work of a Christian scientist.
Autumn 2	
Branch 2: Prophecy & Promise	Liturgical Link: Advent/Christmas
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	<b>Assessment question:</b> What can we learn from the story of Jesus’ birth?
Year 2	<b>Assessment question:</b> What happens in the story of Jesus’ birth, and how do the people respond?
Year 3	<b>Assessment question:</b> Mary and Joseph heard God’s word through the message of an angel. How can we hear God’s word today?
Year 4	<b>Assessment question:</b> What can we learn from the prophets about preparing for Jesus in our own lives?
Year 5	<b>Assessment Title:</b> "My Journey of Faith: Lessons from David, the Rosary, and the O Antiphons" Write a reflective piece that connects the themes and lessons learned from our studies on David, the Rosary, and the O Antiphons.
Year 6	<b>Assessment Task:</b> "Reflect on the story of Mary’s ‘Yes’ to God (her Faith) and her role in salvation history as described in Luke’s Gospel. Considering her example, think about how people today, including yourself, can respond to God’s call in their own lives.
Spring 1	
Branch 3: Galilee to Jerusalem	Liturgical Link: Epiphany/Ministry of Jesus
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	<b>Assessment question:</b> What did Anna do when she saw baby Jesus in the temple?
Year 2	<b>Assessment question:</b> What is the purpose of baptism, and how does Jesus demonstrate God’s love through His actions and teachings?
Year 3	<b>Assessment question:</b> How can I take an active role in the Kingdom of God?
Year 4	<b>Assessment question:</b> How does Jesus’ teaching and actions reveal the Kingdom of Heaven
Year 5	<b>Assessment task:</b> Imagine you are writing a letter to someone who has never heard about Jesus’ teachings. Explain: 1. What the Beatitudes and the Great Commandment teach us about living as Christians. 2. How faith, hope, and charity can help transform communities. 3. What the Transfiguration shows us about Jesus and why it is a mystery of faith. 4. How can we follow the example of saints or Saints to be like Blessed Carlo Acutis to live out Jesus’ teachings today.”?
Year 6	<b>Assessment question:</b> How do the seven signs in St. John’s Gospel reveal who Jesus is? Choose one sign and explain how it shows that Jesus is truly God and truly human. Link your answer to the sacraments and the role they play in the life of the Church.
Spring 2	
Branch 4: Desert to Garden	Liturgical Link: Lent / Holy Week
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.

Year 2	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 3	<b>Assessment question:</b> How does the Eucharist help Catholics grow closer to God and live out their faith?
Year 4	<b>Assessment question:</b> How does Jesus' example help us live out our faith and bring God's love to the world?
Year 5	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 6	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
<b>Summer 1</b>	
<b>Branch 5: To the Ends of the Earth</b>	<b>Liturgical Link: Eastertide / Pentecost</b>
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 2	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 3	<b>Assessment question:</b> How does the way Catholics worship today connect with the faith and practices of the early Church?
Year 4	<b>Assessment question:</b> How does the story of St Peter help us understand the mission, structure, and beliefs of the Church today?
Year 5	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 6	<b>Assessment task:</b> Create a double-page spread to showcase your learning about Jesus as the "New Adam," the power of the Resurrection, and how Christians bear witness to their faith through scripture, saints, and charity work.
<b>Summer 2</b>	
<b>Branch 6: Dialogue &amp; Encounter</b>	<b>Liturgical Link: Ordinary Time / Multi-faith</b>
EYFS	Teacher assessment of the topic based on their understanding of the Big Question.
Year 1	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 2	<b>Discuss</b> with a partner what you have learned <b>Explain</b> what key words you have now understand. <b>Write down</b> any questions that you may still have. State facts about your learning. <b>Or Explain</b> how this branch of learning has impacted your own spiritual journey.
Year 3	<b>Assessment task:</b> write down your understanding, producing a double page spread on the three faiths showing how they are similar and what connects us all.
Year 4	<b>Assessment question:</b> Should the Catholic Faith look the same around the world?
Year 5	<b>Assessment task:</b> Create a visually engaging two-page summary showcasing knowledge of the Bible's development, Jewish-Christian connections, and personal faith reflections.
Year 6	Assessment task: Create a visually engaging double-page spread that demonstrates your understanding of Branch 6, including: The Church's call to dialogue and promote unity (Nostra Aetate). How Christians and Dharmic traditions (e.g., Hinduism) work together for the common good. The meaning of worldviews and examples of interfaith cooperation.

## RE Assessment Cycle – At a Glance

1. **Teach** the Branch (six per year).
2. **Gather Evidence** – one indicative task per Branch.
3. **Record** Insight judgment (Understand + Discern only).
4. **Moderate** termly across classes.
5. **Report** to SLT, governors, parents.

## 6. Appendix 2: Summative Learning Outcomes (2025–2026)

### End of EYFS (Age 5 Summative Learning Outcomes)

#### **Understand**

1. Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate, and live.
2. Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.
3. Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.
4. Small world activities, puzzles, arts, crafts related to people and stories they have heard.
5. Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably
6. Talk with children about the stories found in the Bible and in religious stories.
7. Read simple age-appropriate scripture and psalms with children. Enjoy hymns that tell the Scripture stories they have heard.
8. Repeat and enjoy phrases from Scripture, including psalms and hymns.
9. Make visits to their local parish church and their parish priest. Invite the parish priest into class and members of the parish community. Talk about their roles and how they help the community. Talk about what happens when we gather together as a parish for Mass.
10. Talk about the Sacrament of Baptism. Look at photographs or film clips to retell that when Christians are baptised, they are welcomed into God's family.
11. Talk about their classroom, the outdoor areas, visit the local park, etc., to see and appreciate God's world around them.
12. Listen to a variety of stories that help them to understand and show love, peace, and kindness, saying sorry just as Jesus told us about.
13. Listen to a variety of stories about children and families of different faiths and religions.
14. Talk about people who live in other countries around the world. Talk about the similarities and differences.
15. Through art, artefacts, hymns, psalms, dance, music, and sensory play to recount narratives from Bible stories. Share stories of key figures from the Bible they have read and heard about with peers and their teacher.
16. Retell Bible stories using oral storytelling and small world play people.
17. Sing and perform a range of rhymes, songs, and new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year

#### **Discern**

1. Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard.
2. Using the Bible and religious stories they have heard in conversation, storytelling, and role-play
3. Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.
4. Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor.
5. Develop strong, warm, and supportive relationships with adults in their care as their role models.
6. Develop an understanding that Jesus is a role model.
7. Enable children to learn how to understand their own feelings and those of others.
8. Learn how to be a good friend, cooperate, and resolve conflicts peaceably.

9. Say sorry. Shake hands to share peace with their friends
10. Explore the stories they have heard and how they can be linked to the world around them.
11. Read aloud key religious words that will enable children to recognise key religious people and events.
12. Recognise and retell Bible and religious stories they have heard with hymns and songs.
13. Begin to use key religious words to label, match, sort, and use in sentences.
14. Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. Roleplay the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.
15. Know that we are all in God's family and he made each one of us and loves us all. Baptism is one way of welcoming a person to the parish.
16. Recognise that God created the world and the natural world around them. Recognise that God gave us gifts to build and make. To be a policeman, lollipop person, etc
17. Respond to the stories that give them gifts of peace and love, etc., to use in the world and community around them – roleplay, small world, song etc.
18. Respond to different faiths and religions by making, creating artefacts, paintings, etc., to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips, etc.
19. Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD, Mission Together, Aid for the Church in Need, etc
20. Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. Create art, music, or dance to express how a Bible story or psalm makes them feel. Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function that depicts the liturgical season or Bible stories they have heard.
21. Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.
22. Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.

## **Respond**

1. Sharing their understanding and what they are wondering about with support.
2. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.
3. Respond in a variety of ways, e.g., dance, song, movement, and art to express and share their religious understanding. Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.
4. Talk about their feelings and emotions in response to how they can live out the Scripture messages.
5. Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
6. Know that they are precious in the eyes of God.
7. Set simple goals that help them to live out Scripture.
8. Look after themselves and look after others.
9. Confidently speak in a familiar group and talk about their ideas.
10. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
11. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.

12. Talk about past and present events in their own lives and in the lives of family members.
13. Describe the beauty, awe, and wonder they have seen and talked about.
14. Show sensitivity to others' needs and feelings. Talk about how they and others show feelings.
15. Talk about their own and others' behaviour and its consequences.
16. Celebrate our neighbours that live near to us and far away. How can we all live happily together?
17. Share the beauty of the art, music, or dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
18. Share their creations and talk about what this represents from their learning.



## **End of Year 1 (Age 6 Summative Learning Outcomes)**

### **Understand**

1. Be introduced to the Creation story in Genesis as a prayerful and poetic reflection on God's world.
2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God.
3. Know that Pope Francis wrote a letter, *Laudato Si'*, about the gift of Creation and the importance of caring for the world as it is everyone's home.
4. Encounter the story of the life of Jesus in an age-appropriate way and recognise what it reveals about Jesus (e.g., for Christians, the Christmas story reveals God's love by sending Jesus his Son).
5. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.
6. Recall and retell, in any form, some of the scriptural stories and accounts studied.
7. Know that Mary is important for Christians because she said 'Yes' to God.
8. Recognise that angels bring God's message and are a sign of the presence of God.
9. Identify some people who encounter Jesus and recall how they recognise that he is special.
10. Recognise simple connections between Jesus' message and how Christians are called to live and tell people about God's love today (e.g., care for Creation and the poor).
11. Make simple connections between words in Scripture and prayers Christians say today (e.g., the Hail Mary).
12. Make simple connections between the stories in the scriptures and the seasons of the Catholic Church's year (e.g., Jesus' time in the desert and the season of Lent).
13. Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God's love and blessings, such as ashes on Ash Wednesday or candles.
14. Encounter some of the Church's holy days and know what makes them memorable.
15. Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.
16. Encounter some facts about the Jewish faith.

### **Discern**

1. By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art and music, drawing on the global Christian tradition.
2. They will talk about what they have learned, exploring their learning through asking questions, wondering, and imagining.
3. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

### **Respond**

1. By age 6, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas and listening to the views and opinions of others.
2. They will spend reflective time to experience awe and wonder about what they have studied.
3. Pupils will be invited to respond through individual or collective prayer, singing, or music. Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally

## **End of Year 2 (Age 7 Summative Learning Outcomes)**

### **Understand**

1. Retell, in any form and with increasing detail, some of the stories and accounts from Scripture studied.
2. Be introduced to psalms and parables, recognising that they are a different literary form in Scripture.
3. Recall the term 'stewardship', describing what it means when caring for God's world.
4. Remember religious words and phrases to talk about the Sacrament of Baptism as a sign of Jesus' love for all people and a welcome into the Christian family.
5. Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.
6. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.
7. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
8. Describe some ways that Christians prepare for Christmas during Advent and Easter during Lent.
9. Recognise that everyone is tempted to make bad choices (sin), but God loves and forgives all people.
10. Be introduced to some of the miracles of Jesus' ministry from the Gospel of St Luke and recall why they are signs that he is the Son of God.
11. Be introduced to some of the parables of Jesus' ministry from the Gospel of St Luke and recognise that they are a different literary form, recalling how Jesus uses them to teach about God.
12. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and others is important, making simple connections with the words and actions of Jesus in the Gospel of St Luke.
13. Correctly remember religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.
14. Correctly remember religious words and phrases to talk about some symbols used in Catholic liturgies.
15. Be introduced to Christian beliefs about how openness to the Holy Spirit changes peoples' lives. Give examples from Scripture and the lives of saints.

### **Discern**

1. By age 7, pupils will begin to develop critical and creative skills in religious education, by
2. expressing personal views and responses to what they have studied and exploring their ideas and
3. reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and
4. symbolism, making simple links between objects, words, or images and deeper meanings.
5. They will encounter reflective opportunities to experience wonder.
6. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions.
7. They may express their creative or critical reflections through different mediums, such as writing, poetry, art,
8. music, or dance.

## **Respond**

1. By age 7, pupils will be invited to share personal responses to what they have studied
2. through personal reflection, sharing thoughts and ideas, listening to the views and opinions
3. of others, and reflecting on what they have heard.
4. They will consider what forgiveness and
5. reconciliation mean in their own lives, the lives of their families and community, and the wider
6. world.
7. Pupils will spend reflective time to experience awe and wonder about what they have
8. studied.
9. Pupils will be invited to respond through individual or collective prayer, singing, or music.
10. Pupils will think about how what they have studied has implications for their own lives and the lives
11. of others locally and globally

## **End of Year 3 (Age 8 Summative Learning Outcomes)**

### **Understand**

1. Revisit, remember, and retell some stories and accounts from Scripture studied, ensuring they are accurate in sequence and contain some detail.
2. Recognise some different literary form in Scripture, such as a psalm, letter, or parable.
3. Make simple links between religious texts and the beliefs they contain, for example, link the belief that all human beings are created equal and Catholic Social Teaching about human dignity.
4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').
5. Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass.
6. Use religious language to describe the Christian belief in the mystery of God as Trinity, using religious words and describing some symbols of the Holy Trinity.
7. Know some of the prayers of the Catholic Church and make simple links with the beliefs they express.
8. Show a simple understanding of Jesus' teaching about the kingdom of God. Make simple links with the 'signs of the kingdom' studied in St Matthew's gospel, for example, the visit of the Magi, angelic messengers, or a miracle of Jesus.
9. Make simple links between some of the signs and actions used in the Liturgical Year and worship to show their meaning.
10. Using examples from the scripture texts studied, make links between the Christian beliefs about the work of the Holy Spirit and being called to be a disciple of Jesus.
11. Recognise, in an age-appropriate way, why Mary is important in the life of the Catholic Church.
12. Know some simple facts about how Jews in Britain celebrate the Passover today
13. Make simple links between Jesus' celebration of the Last Supper and the story of the first Passover in Exodus.
14. Know some facts about the Islamic faith and make links with Islamic religious beliefs and practices

### **Discern**

1. By age 8, pupils will begin to develop critical and creative skills in religious education
2. by thinking imaginatively about different possibilities when exploring issues of justice or equality
3. that arise from the religious stories studied.
4. They will express preference when asked to choose
5. between different aspects of study, such as works of art or musical expression.
6. They will ask 'I
7. wonder' questions about religious stories, questions of belief, and religious experiences. Pupils
8. will begin to use picture language to recognise imagery in art, and symbolism, making simple
9. links between objects, words, or images and deeper meanings.
10. They will consider their personal
11. experiences drawing on learning about other cultures, communities and traditions.
12. They may
13. express their creative or critical reflections through different mediums, such as writing, poetry, art,
14. music, or dance.

### **Respond**

1. By age 8, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs.
2. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others.

3. Pupils will spend reflective time wondering about what they have studied and thinking about positive
4. changes they could make in their own lives, in the life of their local community, and the wider world.
5. Pupils will be invited to respond through individual or collective prayer, singing, or music, making simple connections with Christian traditions locally and globally.

## **End of Year 4 (Age 9 Summative Learning Outcomes)**

### **Understand**

1. Show some understanding of the historical, cultural, and religious context of texts.
2. Show some understanding of the term covenant, referencing the story of Abraham, and recognising its importance to the Abrahamic faiths.
3. Show some understanding of the theological virtues, reflecting on how these are shown in some of the texts studied and in the work of a Christian person or organisation.
4. Make links between prayers that show trust in God and the virtues of faith, hope, and love and connect with the Christian belief in the significance of showing love to others. Make connections between faith and actions.
5. Describe what a prophet is with examples from the Old and New Testaments.
6. Recognise the significance of John the Baptist, making links with the Old Testament.
7. Know the reasons for some feasts of the Church, linking scripture and liturgical feasts or seasons.
8. Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) and the Messiah by making links with the scripture studied.
9. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick and simply explain how they offer Catholics Jesus' healing help today. Make links with relevant scripture, such as the parable of the prodigal son.
10. Make relevant links between the Nicene Creed and the Apostles' Creed and the central beliefs of Christianity.
11. Know the story of St Peter and St Paul, describing their importance to the early Church, the Church today, and the role of Pope as Peter's successor.
12. Correctly sequence key events from the life of Christ recognising how they speak to and are celebrated by the Church today.
13. Describe the apostolic structure of the Church and its mission in the world today.
14. Recognise that the Church teaches that the Blessed Virgin Mary has a special place in the communion of saints.
15. Recount some facts about a different liturgical tradition within the Catholic Church.
16. Make simple links and connections between some Dharmic religious laws, beliefs, worship, and life (e.g., The role of gurus for followers of Sikhism).

### **Discern**

1. By age 9, pupils will begin to expand critical and creative skills in religious education by thinking imaginatively about the implications of faith in Christ and actions.
2. They will express preference supported by reasons when asked to choose between different aspects of study,
3. such as works of art or musical expression and discuss their reasons with others.
4. They will ask and answer questions about belief in Christ and what the Kingdom of God means to them. They will consider their personal experiences drawing on learning about other cultures, communities, and traditions.
5. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.

### **Respond**

1. By age 9, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs.
2. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others.

3. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world.
4. Pupils will be invited to respond through individual or collective prayer, singing or music, making simple connections with Christian traditions locally and globally.

## **End of Year 5 (Age 10 Summative Learning Outcomes)**

### **Understand**

1. Explain the significance of David and Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of David's kingship and the law of Moses.
2. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses
3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus' teaching.
4. Correctly use developing specialist vocabulary to describe the terms sin and conscience.
5. Explain how virtue teaching, the Ten Commandments and Jesus' teaching help people live a good life.
6. Know that prayers can be petitions or meditative, making links with Catholic prayers, for example, the Rosary and Our Father.
7. Explain the significance of Ash Wednesday and say why Lent is an important season for Christians.
8. Explain the significance of Moses and Elijah at the Transfiguration.
9. Describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
10. Describe the Sacrament of Confirmation, signs, symbols, and gifts of the Holy Spirit.
11. Explain the term 'discipleship' with reference to a powerful example.
12. Recognise that the Bible is the inspired Word of God and that the Church helps people understand the meaning of sacred scripture.
13. Use specialist vocabulary to describe some Jewish beliefs in the Shema prayer.

### **Discern**

1. By age 10, pupils will begin to expand critical and creative skills in religious education by
2. playing with possibilities and asking 'what if' questions about the subjects they have studied.
3. They will express a point of view and discuss their point of view with others.
4. They will have opportunities to form and share opinions about what it means to live a good life, developing an understanding of what this means in a Christian context.
5. Pupils will have opportunities to explore artistic and creative expressions of events from the Bible and representations of beliefs in signs and symbols.
6. Pupils will have opportunities to reflect and use their imaginations in responding to texts.

### **Respond**

1. By age 10, pupils will be invited to reflect on their learning, considering what it means to them.
2. They will have opportunities to reflect on what makes them truly happy and why rules can be useful and share their thoughts with others.
3. Pupils will be invited to talk about leadership and service and consider how they could improve the communities to which they belong.
4. They will be invited to reflect on the meaning of conscience and consider what Christian discipleship means today.



## **End of Year 6 (Age 11 Summative Learning Outcomes)**

### **Understand**

1. Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.
2. Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.
3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.
4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.
5. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.
6. Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.
7. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.
8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.
10. Show knowledge and understanding of how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples' feet.
11. Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.
12. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.
13. Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.
14. Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity.
15. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.
16. Explain the term 'worldviews' and its meaning, giving simple examples.
17. Make links and connections between the five pillars of Islam and Muslim life in Britain.

### **Discern**

1. By the age of 11 pupils will be able to talk and think critically and creatively about what they have studied, by articulating reasons for and against a given point of view, and discussing why people might give different answers.
2. They will explore how they and others respond to musical or artistic depictions of faith.
3. Pupils will have opportunities to play with possibilities about how people's choices in life result from their religious beliefs or worldviews and consider how this challenges their personal worldviews.

**Respond**

1. By the age of 11 pupils have experienced opportunities to respond to their learning through, considering the dignity of all people, reflecting on personal experience to appreciate those who are important or significant, particularly the role of women.
2. They will have opportunities to think about the choices they make, what sin means and if they feel called to make changes in their lives, for example, through spending time in prayer.
3. They will be invited to consider how personal change can change a community and consider how engaging in dialogue with people who hold different beliefs could transform their lives and the future of the communities in which they participate.