



Year 5 Religious Education

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Religious education incorporates cross-curricular dimensions such as identity, cultural diversity and community cohesion, and provides important unifying themes that help young people make sense of the world and give education relevance. Religious education reflects the major ideas and challenges that face individuals and society and can provide a focus for work within and between subjects and across the curriculum as a whole.

	Key Performance Indicators	Age Related Expectations
Understanding beliefs and teachings	<ul style="list-style-type: none"> - Describe what a believer might learn from a religious story - Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives. 	<p>A child can understand that religious and other stories carry moral and religious meaning.</p> <p>A child can retell stories from different religions and start to explain lessons that believers take from them.</p> <p>A child can look at stories from religions and start to make links between the teachings in the story and how believers live their lives.</p>
Understanding practises and lifestyles	<ul style="list-style-type: none"> - Describe some of the things that are the same and different for religious people. - Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. 	<p>A child can describe how and why some people might behave differently based on their religious beliefs.</p> <p>A child can use the correct vocabulary to describe and explain different religious practices.</p>
Understanding how beliefs are conveyed	<ul style="list-style-type: none"> - Use religious words to describe some of the different ways in which people show their beliefs. - Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean. 	<p>A child can use the correct vocabulary to describe the practices of followers of different religions.</p> <p>A child can make links between what a believer is taught and how they behave in everyday life.</p>
Reflecting on personal beliefs and experiences	<ul style="list-style-type: none"> - Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals. 	<p>A child can ask questions which have no definitive answer, and suggest how followers of different faiths might begin to address the same question.</p>
Understanding values	<ul style="list-style-type: none"> - Link things that are important to me and other people with the way I think and behave. - Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs /values. 	<p>A child can begin to decide on what values are important to them and compare that to believers from different religions.</p> <p>A child can suggest consequences for their actions and start to compare their thoughts with the beliefs of believers from different religions.</p>