



Year 6 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"> - Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. 	<p>A child can describe the importance of different artefacts and practices in different religions.</p> <p>They can also make links between guidance from religious texts and how believers live their lives.</p>
Understanding practises and lifestyles	<ul style="list-style-type: none"> - Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. 	<p>A child can identify the meaning and use for artefacts from different religions.</p> <p>A child can explain why people take particular courses of actions and link this back to their beliefs.</p>
Understanding how beliefs are conveyed	<ul style="list-style-type: none"> - Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. - Identify religious symbolism in literature and the arts. 	<p>A child can compare different practices from different religions.</p> <p>A child can describe how acts of worship can take place outside of religious buildings.</p> <p>They can identify some examples of worship in different mediums eg. art and music.</p>
Reflecting on personal beliefs and experiences	<ul style="list-style-type: none"> - Children can give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences them. 	<p>A child can discuss and give opinions on stories involving moral dilemmas.</p> <p>They can also start to form their own beliefs for "big" questions to which there is no definitive answer.</p>
Understanding values	<ul style="list-style-type: none"> - Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives. 	<p>A child can explain how beliefs about right and wrong affect people's behaviour.</p> <p>They can also describe how some of the values held by communities or individuals affect behaviour and actions.</p>