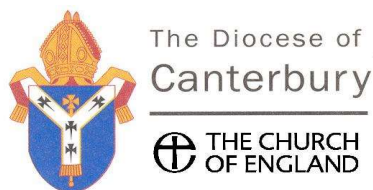


**SAMPLE - Year 6**

**R.E Assessment Statements - By the end of the unit the pupils should be able to:**

Teacher:













Pupils

| Ben | Lucy | Iris | Jack | Jonah | Esther | Jesse | Reuben | Oliver | Grace | John | Class average grade | Total number of pupils | Number of pupils AT ARE. | % AT ARE. | Number of pupils working ABOVE ARE. | % Working ABOVE ARE. | Number of pupils working BELOW ARE. | % Working BELOW ARE. |
|-----|------|------|------|-------|--------|-------|--------|--------|-------|------|---------------------|------------------------|--------------------------|-----------|-------------------------------------|----------------------|-------------------------------------|----------------------|
|-----|------|------|------|-------|--------|-------|--------|--------|-------|------|---------------------|------------------------|--------------------------|-----------|-------------------------------------|----------------------|-------------------------------------|----------------------|

| Term 1 Creation and science: conflicting or complementary? |                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |    |    |        |       |      |       |      |       |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|----|----|--------|-------|------|-------|------|-------|
|                                                            | I can outline the importance of Creation on the timeline of the 'big story' of the Bible                                                                                               | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1  | 11 | 5      | 45.5% | 0    | 0.0%  | 6    | 54.5% |
|                                                            | I can identify what type of text some Christians say Genesis 1 is, and its purpose.                                                                                                    | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 11 | 9      | 81.8% | 0    | 0.0%  | 2    | 18.2% |
|                                                            | I can take account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations. | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 2  | 11 | 7      | 63.6% | 2    | 18.2% | 2    | 18.2% |
|                                                            | I can make clear connections between Genesis 1 and Christian belief about God as Creator.                                                                                              | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2  | 11 | 7      | 63.6% | 0    | 0.0%  | 4    | 36.4% |
|                                                            | I can show understanding of why many Christians find science and faith go together.                                                                                                    | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 11 | 10     | 90.9% | 0    | 0.0%  | 1    | 9.1%  |
|                                                            | I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.                                            | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2  | 11 | 4      | 36.4% | 2    | 18.2% | 5    | 45.5% |
|                                                            | I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.                                                                | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2  | 11 | 10     | 90.9% | 0    | 0.0%  | 1    | 9.1%  |
| <b>Average grade for Term 1</b>                            |                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   | 2 | 11 | 11 | 100.0% | 0     | 0.0% | 0     | 0.0% |       |
| Term 2 What would Jesus do?                                |                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |    |    |        |       |      |       |      |       |
|                                                            | I can identify features of Gospel texts (for example, teachings, parable, narrative).                                                                                                  | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2  | 11 | 8      | 72.7% | 0    | 0.0%  | 3    | 27.3% |

|                                                                                   |                                                                                                                                                                                                                                                         |   |   |   |   |   |   |   |   |   |   |   |   |    |    |        |   |       |   |       |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|----|--------|---|-------|---|-------|
|  | I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.                                                                         | 1 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 11 | 5  | 45.5%  | 1 | 9.1%  | 5 | 45.5% |
|  | I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.                                                                                                | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 11 | 7  | 63.6%  | 1 | 9.1%  | 3 | 27.3% |
|  | I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 11 | 9  | 81.8%  | 0 | 0.0%  | 2 | 18.2% |
| <b>Average grade for Term 2</b>                                                   |                                                                                                                                                                                                                                                         | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 11 | 9  | 81.8%  | 2 | 18.2% | 0 | 0.0%  |
| <b>Term 3 What does it mean to be a Muslim in Britain today? (part 2)</b>         |                                                                                                                                                                                                                                                         |   |   |   |   |   |   |   |   |   |   |   |   |    |    |        |   |       |   |       |
|                                                                                   | I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.                                                                                                                                 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 11 | 7  | 63.6%  | 1 | 9.1%  | 3 | 27.3% |
|                                                                                   | I can identify and explain connections between the key functions of the Mosque and the beliefs of Muslims.                                                                                                                                              | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 11 | 11 | 100.0% | 0 | 0.0%  | 0 | 0.0%  |
|                                                                                   | I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.                                                                                                                                        | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 11 | 5  | 45.5%  | 0 | 0.0%  | 6 | 54.5% |
|                                                                                   | I can offer my views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.                                                                                                                    | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 11 | 8  | 72.7%  | 1 | 9.1%  | 2 | 18.2% |
|                                                                                   | I can describe and reflect on the significance of the Holy Qur'an to Muslims                                                                                                                                                                            | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 11 | 7  | 63.6%  | 1 | 9.1%  | 3 | 27.3% |
|                                                                                   | I can explain what different people think it means to be a Muslim.                                                                                                                                                                                      | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 11 | 8  | 72.7%  | 0 | 0.0%  | 3 | 27.3% |
|                                                                                   | I can answer the key question from different perspectives, including my own.                                                                                                                                                                            | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 11 | 9  | 81.8%  | 0 | 0.0%  | 2 | 18.2% |

|                                                                                     |                                                                                                                                                                                                             |   |   |   |   |   |   |   |   |   |   |   |   |    |   |       |   |       |   |       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|---|-------|---|-------|---|-------|
|                                                                                     | <b>Average grade for Term 3</b>                                                                                                                                                                             | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 11 | 8 | 72.7% | 3 | 27.3% | 0 | 0.0%  |
|                                                                                     | <b>Term 4 What difference does the resurrection make for Christians?</b>                                                                                                                                    |   |   |   |   |   |   |   |   |   |   |   |   |    |   |       |   |       |   |       |
|    | I can outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.                                                                       | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 11 | 8 | 72.7% | 0 | 0.0%  | 3 | 27.3% |
|    | I can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 11 | 7 | 63.6% | 1 | 9.1%  | 3 | 27.3% |
|    | I can explain connections between Luke 24 and the Christian concepts of Sacri ce, Resurrection, Salvation, Incarnation and Hope, using theological terms.                                                   | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 11 | 8 | 72.7% | 0 | 0.0%  | 3 | 27.3% |
|    | I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.                                                                      | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 11 | 2 | 18.2% | 1 | 9.1%  | 8 | 72.7% |
|    | I can show how Christians put their beliefs into practice in different ways.                                                                                                                                | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 11 | 9 | 81.8% | 2 | 18.2% | 0 | 0.0%  |
|    | I can explain why some people nd belief in the Resurrection makes sense and inspires them.                                                                                                                  | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 11 | 4 | 36.4% | 1 | 9.1%  | 6 | 54.5% |
|  | I can offer and justify my own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.                                       | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 11 | 7 | 63.6% | 0 | 0.0%  | 4 | 36.4% |
|                                                                                     | <b>Average grade for Term 4</b>                                                                                                                                                                             | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 11 | 9 | 81.8% | 2 | 18.2% | 0 | 0.0%  |
|                                                                                     | <b>Term 5 'Is it better to express your religion in arts and architecture or in charity and generosity?'</b>                                                                                                |   |   |   |   |   |   |   |   |   |   |   |   |    |   |       |   |       |   |       |
|                                                                                     | I can describe and make connections between examples of religious creativity (buildings and art)                                                                                                            | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 11 | 6 | 54.5% | 0 | 0.0%  | 5 | 45.5% |

|                                                                                     |                                                                                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |   |       |   |       |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|----|-------|---|-------|---|-------|
|                                                                                     | I can outline how and why some Humanists criticise spending on some religious buildings or art.                                                                                                                                                                                   | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 11 | 5  | 45.5% | 0 | 0.0%  | 6 | 54.5% |
|                                                                                     | I can show understanding of the value of sacred buildings and art.                                                                                                                                                                                                                | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 11 | 6  | 54.5% | 1 | 9.1%  | 4 | 36.4% |
|                                                                                     | I can suggest reasons why some believers see generosity and charity as more important than buildings and art.                                                                                                                                                                     | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 11 | 4  | 36.4% | 2 | 18.2% | 5 | 45.5% |
|                                                                                     | I can apply ideas about values and from scriptures to the title question.                                                                                                                                                                                                         | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 11 | 6  | 54.5% | 1 | 9.1%  | 4 | 36.4% |
|                                                                                     | I can examine the key question from different perspectives, including my own.                                                                                                                                                                                                     | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 11 | 8  | 72.7% | 0 | 0.0%  | 3 | 27.3% |
|                                                                                     | <b>Average grade for Term 5</b>                                                                                                                                                                                                                                                   | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 11 | 8  | 72.7% | 3 | 27.3% | 0 | 0.0%  |
|                                                                                     | <b>Term 6 What kind of king is Jesus?</b>                                                                                                                                                                                                                                         |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |   |       |   |       |
|    | I can explain connections between biblical texts and the concept of the Kingdom of God.                                                                                                                                                                                           | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 11 | 7  | 63.6% | 0 | 0.0%  | 4 | 36.4% |
|    | I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.                                                                                                                                                        | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 11 | 4  | 36.4% | 1 | 9.1%  | 6 | 54.5% |
|    | I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.                                                                                     | 3 | 2 | 1 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 11 | 4  | 36.4% | 2 | 18.2% | 5 | 45.5% |
|  | I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. | 3 | 2 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 11 | 3  | 27.3% | 2 | 18.2% | 6 | 54.5% |
|                                                                                     | <b>Average grade for Term 6</b>                                                                                                                                                                                                                                                   | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 11 | 6  | 54.5% | 4 | 36.4% | 1 | 9.1%  |
|                                                                                     | <b>Overall grade for whole year</b>                                                                                                                                                                                                                                               | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 11 | 10 | 90.9% | 1 | 9.1%  | 0 | 0.0%  |