

Oaktree School Assessment

R.E Step 2 (7-12)

Pupil: \_\_\_\_\_

Learning target:	Date
I can say/gesture what is special or important to me	
I have visited a range of places of worship	
I can use 'yes' and 'no' in word/sign appropriately	
I can show how I feel about a celebration	
I can show interest in a range of artefacts in a group led activity	
I can respond to the feelings of others; I may show my concern	

7 up to 1	8 up to 2	9 up to 3	10 up to 4	11 up to 5	12 up to 6
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Jottings

I can use single words/gestures/signs or symbols to express my feelings. I can show I understand 'yes' and 'no'. I am beginning to respond to the feelings of others. I join in with activities by initiating ritual actions or sounds. I may demonstrate an appreciation of stillness and quietness.

Oaktree School Assessment

R.E Step 3 (13-18)

Pupil: \_\_\_\_\_

Learning target:	Date
I can look at religious pictures and recognise that they tell stories	
I can taste foods from different cultures	
I can listen to religious music	
I can handle an artefact appropriately	
I can play alongside another pupil in role play related to a religious activity	
I can respond appropriately to simple questions about familiar religious events or experiences	

13 up to 1	14 up to 2	15 up to 3	16 up to 4	17 up to 5	18 up to 6
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Jottings

I can express and communicate feelings in different ways. I respond to others in group situations and co-operate when working in small groups. I listen to and begin to respond to familiar religious stories, poems and music, and make my own contributions to celebrations and festivals. I can carry out ritualised actions in familiar circumstances. I show concern and sympathy for others in distress, e.g. through gestures, facial expressions or by offering comfort. I am beginning to be aware of my influence on events and other people.

Oaktree School Assessment

R.E Step 4 (19-24)

Pupil: \_\_\_\_\_

Learning target:	Date
I can handle artefacts used in worship	
I can take part in simple celebrations	
I can express likes and dislikes using words / signs/ symbols / gestures	
I am aware when I have done something wrong	
I can co-operate with peers when working in a small group for short periods	
I can say sorry, please and thank you when reminded using words / signs/ symbols / gestures	

19 up to 1	20 up to 2	21 up to 3	22 up to 4	23 up to 5	24 up to 6
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Jottings

I can express and communicate feelings in different ways. I respond to others in group situations and co-operate when working in small groups. I listen to and begin to respond to familiar religious stories, poems and music, and make my own contributions to celebrations and festivals. I can carry out ritualised actions in familiar circumstances. I show concern and sympathy for others in distress, e.g. through gestures, facial expressions or by offering comfort. I am beginning to be aware of my influence on events and other people.

Oaktree School Assessment

R.E Step 5 (25-30)

Pupil: \_\_\_\_\_

Learning target:	Date
I can listen to a range of faith stories	
I can act out simple stories	
I can match a sign or symbol to its meaning	
I can talk about a religious event using words/ signs/ symbols / gestures	
I can say how a story or poem makes me feel using words / signs/ symbols /gestures	
I can say what/who is special to me using words/ signs/ symbols / gestures	
I can say why someone/something is special to me using words/ signs/ symbols/ gestures	
I can say how I celebrate my birthday using words/ signs/ symbols/ gestures	
I can identify a badge which shows I belong to something	
I have an awareness of what behaviour is considered to be right in the school setting	
I have an awareness of what behaviour is considered to be wrong in the school setting	
I know some rules I have to follow at school	
I make purposeful relationships with others in group activities	

25 up to 2	26 up to 4	27 up to 6	28 up to 8	29 up to 10	30 up to 13
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## Jottings

I listen to and follow religious stories. I communicate my ideas about religion, life events and experiences in simple phrases. I can evaluate my work and behaviour in simple ways, and begin to identify some actions as right or wrong on the basis of the consequences. I find out about aspects of religion through stories, music or drama, answer questions and communicate responses. I may communicate my feelings about what is special. I make purposeful relationships with others in group activities.

Oaktree School Assessment

R.E Step 6 (31-36)

Pupil: \_\_\_\_\_

Learning target:	Date
I can handle objects with care	
I am aware of the meaning of some everyday signs and symbols	
I can understand that religions have holy or special days	
I know that some festivals are celebrated with special foods	
I can explain the symbolism behind simple objects e.g. candles	
I am aware of the feelings of others	
I have some understanding that stories can carry moral meanings	
I can respond to other people's ideas	
I know what makes me happy, sad, excited, lonely	
I show sensitivity to the needs and feelings of others	
I understand what behaviour is considered to be right in the school setting	
I understand what behaviour is considered to be wrong in the school setting	

31 up to 2	32 up to 4	33 up to 6	34 up to 8	35 up to 10	36 up to 12
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## Jottings

I listen attentively to religious stories or to people talking about religion. I am beginning to understand that religious and other stories carry moral and religious meaning. I can communicate my ideas, feelings or responses to experiences or to retell religious stories. I can communicate simple facts about religion and important people in religions. I am beginning to realise the significance of religious artefacts, symbols and places. I can reflect on what makes me happy, sad, excited or lonely. I have a basic understanding of what is right and wrong in familiar situations. I am sensitive to the needs and feelings of others.

Oaktree School Assessment

R.E Step 7 (37-45)  
Learning about Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can look carefully at artefacts	
I can say/sign 1 key belief of a religion	
I can identify 1 key practice of a religion	
I know about some holy books	
I can explain the main meaning behind a celebration	
I know that a religious building is a special place to believers	
I know ways that people show they belong to a special group or religion	
I can recall parts of simple religious stories	
I can recognise some religious symbols	
I can use some religious words	

37 up to 1	38 up to 2	39 up to 3	40 up to 4	41 up to 5	42 up to 6
43 up to 7	44 up to 8	45 up to 10			

Jottings

Pupils recount outlines of religious stories. They recognise features of religious life and practice, and some religious symbols and words.



Oaktree School Assessment

R.E Step 8 (46-54)  
Learning about Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can describe some of the beliefs of a religion	
I can identify the main idea in a religious story	
I can name the holy book of a religion	
I can identify differences between 2 religious buildings	
I can describe the main features associated with worship	
I can identify the key feelings in a religious story	
I can identify some key religious symbols	
I know that some practices can be found in more than 1 religion	

46 up to 1	47 up to 2	48 up to 3	49 up to 4	50 up to 5	51 up to 6
52 up to 7	53 up to 8	54 up to 9			

Jottings

Pupils retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories.

Oaktree School Assessment

R.E Step 9 (55-63)  
Learning about Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can identify and explain the moral in a religious story	
I can explain why a holy book is special to believers	
I know how to treat a holy book	
I understand how a holy book can be used	
I can say how a religious building is used by the religious community	
I can identify some practices associated with festivals	
I can make simple links between symbols and beliefs	
I can identify some key symbolic actions	
I can understand that religion is a way of life for believers	

55 up to 1	56 up to 2	57 up to 3	58 up to 4	59 up to 5	60 up to 6
61 up to 7	62 up to 8	63 up to 9			

Jottings

For the religions studied, pupils describe some religious beliefs and teachings and their importance, and how some features are used or exemplified in festivals and practices. They make links between these and the ways in which religions express themselves.

Oaktree School Assessment

R.E Step 10 (64-72)  
Learning about Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can identify similar beliefs and ideas between religions	
I know that worship is an expression of belief	
I understand that followers believe that behavior and choices should be based on faith	
I understand some key beliefs and practices at a local place of worship	
I can identify different creation stories	
I can name important events in the religious year	
I understand some rituals used in worship	
I can recognise similarities and differences between the ways faith groups worship	
I understand the role of food in different religions	
I can use the correct vocabulary to explain the main features and significance of an initiation ceremony	
I understand that there are different types of prayer	
I understand that actions in worship often have symbolic meanings	
I can identify and understand the significance of symbols found in a place of worship	
I know that prayer is a powerful and meaningful experience to some followers	
I know that holy books are written in different languages	

64 up to 1	65 up to 2	66 up to 3	67 up to 5	68 up to 7	69 up to 9
70 up to 11	71 up to 13	72 up to 15			

### Jottings

Pupils describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They show understanding of what belonging to religions involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language, using technical terminology.

Oaktree School Assessment

R.E Step 11 (73 - 81)  
Learning about Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can explain how some beliefs ensure certain behaviours for individuals and communities	
I understand that similar objects may convey different meanings to different religious groups	
I understand the effect that religious followers believe prayer has in their lives and wider world	
I can interpret the significance of objects in a religious building and how they relate to beliefs	
I can make comparisons between worship in different religions	
I can understand the meaning of rituals for joining different communities	
I can describe interiors and exteriors of religious buildings using correct terms	
I can explain how key features of religious building are used in worship and what they mean in terms of religious beliefs	
I understand how communities celebrate and live out their beliefs in the wider world	
I understand how symbolic language is used to convey different religious beliefs	
I can give meanings for symbolic actions	
I can identify different types of religious music and its symbolism	
I can discuss how beliefs can be expressed through art and architecture	

**I know that religious objects and symbols can carry multiple meanings**

73

up to 1

74

up to 2

75

up to 3

76

up to 4

77

up to 6

78

up to 8

79

up to 10

80

up to 12

81

up to 14

### Jottings

Pupils explain how some principal beliefs, teachings and selected features of religious life and practice are shared by different religions. They explain how these make a difference to the lives of individuals and communities showing how individuals and communities use different ways to express their religion.

Oaktree School Assessment

R.E Step 7 (37-45)  
Learning from Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can say what it means to belong to a family	
I can name some celebrations I have taken part in	
I can talk about how I am feeling	
I can look at and comment on art from different cultures	
I respect the work of others	
I am respectful when I visit a religious building	
I can name some objects which are valuable to me	
I know that I can make choices which can be right or wrong	
I am aware that my behavior may affect others	

37 up to 1	38 up to 2	39 up to 3	40 up to 4	41 up to 5	42 up to 6
43 up to 7	44 up to 8	45 up to 9			

Jottings

Pupils identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied

Oaktree School Assessment

R.E Step 8 (46-54)  
Learning from Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can show I am sensitive to other people's feelings	
I am aware of the needs of others	
I can relate my feelings and experiences to those of a character in a story	
I can describe the atmosphere in a religious building	
I can make simple comparisons	
I can tell you of something which is precious to me	
I am aware of some cultural differences	
I can explain what belonging to a religion means to adults and children	
I show respect to religious artefacts	
I listen to what others think is right or wrong	
I respond sensitively when discussing different faiths	
I understand that some faiths have expectations of how people behave in a place of worship	
I can ask questions about things I am curious about	
I know that some questions do not have any answers	

46 up to 1	47 up to 2	48 up to 3	49 up to 4	50 up to 6	51 up to 8
52 up to 10	53 up to 12	54 up to 14			



## Jottings

Pupils respond sensitively to the experiences and feelings of others, including those with a faith and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions that cause people to wonder are difficult to answer.

Oaktree School Assessment

R.E Step 9 (55-63)  
Learning from Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can share ideas about what 'God' means	
I can identify different religions in my neighbourhood	
I can suggest qualities a friend should have	
I understand that happiness is linked to relationships	
I know that there are mysteries in life	
I can identify the link between action and belief	
I can consider the point of view of others	
I respect the point of view of others	
I understand that religion is a way of life for believers	
I can name different ways that people express their faith	
I can identify ways problems might be solved	
I can explain why people might feel sorry	
I know we make choices based on beliefs and values	

55 up to 1	56 up to 2	57 up to 3	58 up to 4	59 up to 5	60 up to 7
61 up to 9	62 up to 11	63 up to 13			

Jottings

Pupils compare aspects of their own experiences and ideas about questions that are difficult to answer with the experiences and ideas of others, and identify what influences their lives. They make links between values and commitments, including religious ones, and their own attitudes to behavior.

Oaktree School Assessment

R.E Step 10 (64-72)  
Learning from Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can ask questions about important religious figures	
I can identify differences between religions	
I can identify similarities between religions	
I can discuss what it might be like to be a follower of a particular religion	
I understand that belonging to a community brings responsibilities as well as benefits and support	
I understand what having faith means to believers	
I understand that a holy book can give important lessons for life	
I understand that faith can make a huge difference to a believer's life	
I can explain how I came to a decision or choice	
I show respect towards different beliefs and lifestyles	

64 up to 1	65 up to 2	66 up to 3	67 up to 4	68 up to 5	69 up to 6
70 up to 7	71 up to 8	72 up to 10			

## Jottings

Pupils ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues. They suggest answers from their own and others experiences, making references to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Oaktree School Assessment

R.E Step 11 (73-81)  
Learning from Religion

Pupil: \_\_\_\_\_

Learning target:	Date
I can ask and answer questions about the experience of belonging to different religious communities	
I can link between what I value and how I live my life	
I can recognize that expressing faith involves feelings and emotions	
I can account for different versions of past events	
I can explain the responsibilities and benefits of being part of a religious community	
I know that beliefs can lead people to behave in particular ways	
I can use quotes from sacred texts to back up explanations	
I can discuss alternate views	
I can show critical evaluation	
I can consider my own point of view after considering the arguments of others	
I can identify what influences moral values and choices	

73 up to 1	74 up to 2	75 up to 3	76 up to 4	77 up to 5	78 up to 6
79 up to 7	80 up to 9	81 up to 11			

## *Jottings*

*Pupils make informed responses to questions of identity, experience, meaning and purpose, and to people's values and commitments (including religious ones) in the light of their learning.*