

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Christianity	Lower Key Stage 2 End of Key Stage Statement: 17. Explain Christians see God as ‘three in one’, (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions)
Meeting the expected standard at the end of Year 4	
Progressive lesson outcomes/skills which can be adapted	Skills, Knowledge & Understanding
Emerging. Working towards.....	I can
	• Identify the 3 parts of the Trinity Father Son & Holy Spirit. • Talk about the key reasons Christians believe Jesus was sent by God to earth as humankind. • Describe how Christians believe the Holy Spirit first came at Pentecost. • Refer to the Creation, Christmas & Easter stories to describe the Trinity.
Expected. Secured expected knowledge and uses appropriate skills	
	Emerging level plus: • Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit eg know God the father is known to Christians as the creator. • Talk about what is important to them and to others about God. • know and describe Christians believe Jesus the son came to save the world. • Describe some ideas about who the Holy Spirit is and what the Holy Spirit does. • Identify some symbols that Christians use to represent beliefs about the Holy Spirit.
Exceeding. Working beyond.....	
	Emerging level and expected level plus: • Make links between how Christians see God as Trinity and how this helps them follow God in their everyday lives. • Raise puzzling questions the idea of the Trinity raises. • Make links with the idea of Trinity and own ideas about God.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	Lower Key Stage 2 End of Key Stage Statement:	
	18. Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Know titles are used about Jesus at Christmas time. • Describe one of the titles of Jesus used at Christmas time is 'Emmanuel'. Isaiah 9:17 also see https://www.youtube.com/watch?v=30ljZ8wbc4U
Expected. Secured expected knowledge and uses appropriate skills		
Background . One of the titles that Jesus received on his birth was the title 'Emmanuel': 'God with us'. This baby for Christians was God with us.		Emerging level plus: • Explain 'Emmanuel' means God with us. • Explain that Christians believe that God with them means God gives peace, support, counsel, • Compare and make links with the text in Isaiah 9:17 with Matthew 1:18-25.
Exceeding. Working beyond.....		
Mighty God: Isaiah looked forward to a time when God would come to earth to bring joy and peace. Christians believe that Jesus Christ was in the form of God coming to earth. Prince of Peace: Jesus as mighty God came to earth to bring peace. The peace that Jesus brought for Christians was the most important peace of all, peace between God and humanity through the forgiveness of sin.		Emerging level and expected level plus: • Describe other titles used at Christmas time and suggest their meaning, e.g. Mighty God, Prince of Peace, Everlasting father. Isaiah 9:6-7. • Suggest puzzling questions using those titles might present, how do we know God is everlasting?

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Christianity

Lower Key Stage 2 End of Key Stage Statement:

19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Know that the name 'Jesus' means 'Saviour'
- Explain that Christians believe sin into the world was when Adam and Eve disobeyed God after creation.

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Explain that a saviour is someone who saves or rescues people. (Zacchaeus)
- Describe how Jesus rescued people by dying and forgiving their sin (Crucifixion and resurrection story).
- Know that Jesus' death gave Christians a way to have a new relationship with God (Fall, Easter story)

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Explain how Christians understand that they are rescued through the sacrifice of Jesus and suggest why that is important to them.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	Lower Key Stage 2 End of Key Stage Statement: 20. Explain with reference to the creative arts how God has a salvation plan for humans	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Describe why Christians express their faith through the arts and give some examples from Easter themed art. - Identify 'salvation' symbolism in paintings sculpture and music.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Describe/make simple links between examples of religious expression found in art and Christian beliefs and ideas about Easter that underlie them. - Explain the BIG story of salvation using creative art: A. God made humankind (Genesis) B. Mankind spoilt the relationship through sin (fall) C. God's people continually failed to get back to God. (Old Testament) D. God sent Jesus to save people from sin through one sacrifice on the cross. E. Jesus on the cross brought God and the people together again. F. Christians believe that Jesus was sent by God into the world to 'save people from their sins', 'paying the price' for sin through his death & resurrection
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> - Explain how Christians use the arts to express something of the sacred and spiritual and as a means of reinforcing important stories/teachings about Easter. - Retell and ask questions about the BIG story of salvation.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Christianity	Lower Key Stage 2 End of Key Stage Statement:	
	21.Explain how the Bible can be used in the local church by Christians as a source of guidance, devotion and inspiration. (Use examples from different traditions) Compare and contrast different Christian places of worship.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Identify that the Bible is a guide for how Christian live their lives. - Suggest different ways Christians use the Bible, eg in church worship.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Identify and explain how the Bible is a guide for how Christian live their live ie for strength, direction, hope, to encourage; raise faith levels. - Explain at least 3 different ways Christians might use the bible eg in communion; bible study; daily in worship.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> Identify and explain how the Bible might be interpreted, e.g. literally as the word of God; as an overall guide for life not taken literally but as a picture of what God wants.

Cheshire East Syllabus 2016-2021 Unpacking an End of Key Stage Statement

Religion: Christianity

Lower Key Stage 2 End of Key Stage Statement:

22.Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Describe at least 3 key facts about Infant baptism.
- Describe at least 3 key facts about believers' baptism.
(eg words said, actions performed, simple symbolism of the water.)

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Describe all the key events in a believer's baptism and in an infant baptism.
- Explain the choices made for infants by their parents at baptism.
- Explain the differences and similarities in the 2 baptisms.
- Suggest reasons why different Christians have different baptisms and why each one might be important in a different way. (eg new life, fresh start, a public act of declaring a life belongs to God).

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Explain the next steps that might happen in a believer's life after adult baptism.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Christianity	Lower Key Stage 2 End of Key Stage Statement: 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Use examples from different traditions)
Meeting the expected standard at the end of Year 4	
Progressive lesson outcomes/skills which can be adapted	Skills, Knowledge & Understanding
Emerging. Working towards.....	I can
	• Describe a few ways Christians might show love in everyday life. • Suggest why they live as they do.
Expected. Secured expected knowledge and uses appropriate skills	
	Emerging level plus: • Suggest what it means to a Christian to love God and to love their neighbour. Give illustrations. Include references to Bible teaching, e.g. the two most important commandments, love & forgiveness stories. • Explain what Jesus might have been trying to say when he taught these parables, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower'. • Explain why the 'The Lord's Prayer' might be important to Christians and how it is used in daily prayer.
Exceeding. Working beyond.....	
	Emerging level and expected level plus: • Describe 2 modern stories where Christians show forgiveness for sin. • Consider what I believe about love, forgiveness and sin.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Islam	Lower Key Stage 2 End of Key Stage Statement:	
	24. Explain how Muslims describe Allah, eg using 99 names.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		Describe at least 4 of the 99 names used for Allah and say what they mean.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Explain what some Muslims believe about Allah. - Describe at least 10 of the 99 names used for Allah explaining what characteristics they show. - Describe how the 99 names are used in worship. - Make links with my own ideas about God.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> Explain how the 99 names of Allah influence a Muslim in daily life, eg when looking at creation or attempting to describe what Allah is like.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Islam	Lower Key Stage 2 End of Key Stage Statement: 25. Know all Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God).(Use examples from different traditions) 26. Recall five key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation.
Meeting the expected standard at the end of Year 4	
Progressive lesson outcomes/skills which can be adapted	Skills, Knowledge & Understanding
Emerging. Working towards.....	I can
	• Talk about why Muslims call Muhammad (pbuh) the ‘Messenger of God’. • Recall some events of the ‘Night of Power.’
Expected. Secured expected knowledge and uses appropriate skills	
	<i>Emerging level plus:</i> • Talk about the Prophet Muhammad (pbuh) and explain why he is important to Muslims. • Explain why the ‘Night of Power’ known as Lailat al Qadr is still celebrated by Muslims today. Recall 5 key facts, (eg Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’).
Exceeding. Working beyond.....	
	<i>Emerging level and expected level plus:</i> • Raise questions and suggest answers about how God might speak today.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Islam	Lower Key Stage 2 End of Key Stage Statement: 27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). (Use examples from different traditions) 28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions) Compare different mosques).
Meeting the expected standard at the end of Year 4	
Progressive lesson outcomes/skills which can be adapted	Skills, Knowledge & Understanding
Emerging. Working towards.....	I can
	• Identify key main Muslim artefacts.eg Qur'an, prayer mat. • Give examples of how Muslims might treat the Qur'an to show their respect for the word of Allah, eg storage, wrapping it. • Explain the key features of the celebration of Id-ul fitr.
Expected. Secured expected knowledge and uses appropriate skills	
	<i>Emerging level plus:</i> • Describe 2 ways Muslims show the value they place on the Qur'an. • Identify why a Qur'an, prayer mat, Qur'an stand, compass & prayer beads might be important in Muslim worship. • Describe what the artefacts are used for how they are treated and why. • Talk about all the key features of the celebration of Id-ul-fitr. • Make links with the artefacts & the Id-ul-Fitr celebration & fasting during Ramadan.
Exceeding. Working beyond.....	
	<i>Emerging level and expected level plus:</i> • Explain why Muslims consider the Qur'an to be sacred. Is it the message, the actual words, the book that's sacred and why? • Explain how artefacts are used in Muslim worship, celebration and Ramadan suggesting why they are important and what difficulties Muslims may have in using them in different places.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Islam	Lower Key Stage 2 End of Key Stage Statement: 29. Explain how Muslims organisations help people in need.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Describe how Muslims regularly give money away to help people in need and it is called Zakat. - Suggest what a Muslim might say about Zakat.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: - Explain the % of money Muslims give away and the idea behind Zakat. - Describe why it is important for Muslim to help those in need but Zakat is different than ordinary giving as it is linked to Ramadan. - Talk about how Zakat is a form of worship and make links with what Christians might do that is similar.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: - Make links with the practice of Zakat and Ramadan and my own ideas about giving. - Explore giving by Muslims to Islamic Aid www.islamicaid.com and www.muslimhands.org.uk and decide how important giving is to Muslims.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Judaism	Lower Key Stage 2 End of Key Stage Statement: 30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions)	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Talk about a Jewish festival and recall some of the events. • Suggest why at least 1 Jewish festival is important to Jews today.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Explain some of the key ideas behind the festivals celebrated by Jews. (Light triumphing over darkness, fresh start, saying sorry and forgiveness) • Describe how Jews re-enact the celebration of Passover
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Make links between freedom in other religions and my own life

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Judaism

Lower Key Stage 2 End of Key Stage Statement:

31. Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Explain that a Bar/Bat Mitzvah is a Jewish coming of age ritual ceremony for Jewish boys and girls (Bar Mitzvah- 13/Bat Mitzvah- 12)

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Recall key events that happen in Bar/bat Mitzvah ceremony, E.g. Reading from the Torah, give a short speech or prayer)
Explain how the events of the ceremonies affect how they continue to lead their life.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Make links with the events of the ceremony and how it will impact on their role within the Jewish community and the wider world.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Judaism	Lower Key Stage 2 End of Key Stage Statement: 32. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		Identify some aspects of the contract and promise God made with Abraham.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Explain how God made a covenant with Noah. Genesis 6:9 - 9:17 - Explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts. Eg Genesis 15:1-2 and Genesis 17:1-27, Exodus 20:1-21 - Describe how Jews still live and await the fulfilment of this promise from God - eg through awaiting a messiah, wanting their own land, Festivals such as Passover.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> Make links with the Jewish idea of freedom found in the covenant and freedom found in other religions.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Judaism	Lower Key Stage 2 End of Key Stage Statement: 33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. 34. Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions)	
	Meeting the expected standard at the end of Year 4	
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Know the Torah refers to the first 5 books of the Christian Bible. • Explain 5 key facts about how the Torah e.g. how most Jews believe the Torah came into being, 613 commandments.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> • Know the Torah means different things to different Jews eg Torah refers to all the revealed teachings or Torah is just the 5 books • Some Jews believe all teaching is inspired by God but other progressive Jews apply the Torah as mere interpretation of the word of God. • Identify 3 ways Jews show respect for the Torah eg Use of Yad, Storage.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> • Understand that there are different books and collections of books eg Tenakh is the Torah, Nevi'im (prophets) and Ketuvim (writings) combined; e.g. 2 Mishnah (Oral Torah) plus Gemara (extended commentary on it) is called the Talmud.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross religious

Lower Key Stage 2 End of Key Stage Statement:

35. Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Explain 3 key facts about how Jews, Muslims & Christians welcome babies.
- Identify 2 differences & any similarities between them

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Using all the religions studied explain all the key facts about how Jews, Muslims & Christians welcome babies.
- Identify all differences & any similarities between them.
- Make links to non-religious ways of celebrating or welcoming baby eg a Humanist naming ceremony.
- Suggest your ideal ways of welcoming a baby and justify your viewpoint.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Explain the diversity between different groups within the same religions and reasons for it e.g. Christianity – infant baptism and thanksgiving.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross religious

Lower Key Stage 2 End of Key Stage Statement:

36. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings.(Use examples from different traditions)

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Explain some of the main events that led to the 10 commandments been given on Mt Sinai to Moses. (Exodus 20:2-17)
- Know Jews & Christians both follow the 10 commandments.

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Explain the main events that led to the 10 commandments been given on Mt Sinai to Moses. (Exodus 20:2-17)
- Know Jews believe Moses was given the commandments and they are known as 'important mitzvot' (Jewish laws) to follow. Although interpreted differently they unite the Jews in their relationship with GOD. Number 1 is key for Jews.
- Know Christians believe the 10 commandments are important principles for how to behave and live.
- Give my own views on the 10 commandments and make links to The Golden Rule.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Make links between the 10 commandments and Jesus' teaching on the 2 most important commandments
- Explore the differences between how Christians & Jews might interpret the 10 commandments.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Cross religious	Lower Key Stage 2 End of Key Stage Statement: 37. Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		- Identify key features of the story of Moses and the escape from Egypt. - Talk about the story of Joseph and why it's important to a Jewish idea of God. - Explain how some people don't believe in God and suggest why.
Expected. Secured expected knowledge and uses appropriate skills		
		<i>Emerging level plus:</i> - Explain the idea of God as 'sustainer' means God and give at least 2 examples from the story of Moses. - Describe at least 2 ways in which God is a guide and protector in the story of Joseph - Describe a few facts about what Christian and Jews can learn about God by using some stories from the OT.
Exceeding. Working beyond.....		
		<i>Emerging level and expected level plus:</i> - Link the idea of God the 'sustainer' with other stories for the OT. - Explain why the story of Joseph is important.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross religious

Lower Key Stage 2 End of Key Stage Statement:

38. Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. **(Use examples from different traditions)**

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Describe some similarities and difference between Christians, Jews and Muslims beliefs about God.
- Talk about what secular means and some of their ideas of God.

Expected. Secured expected knowledge and uses appropriate skills

Emerging level plus:

- Describe at least 3 facts that Christians, Jews and Muslims believe about God.
- Identify a few difference and similarities between differing views.
- Describe what a secular view might be and how it differs from a religious view of God.

Exceeding. Working beyond.....

Emerging level and expected level plus:

- Make links between Christians, Jews and Muslims beliefs about God and explain how this might influence their life.
- Explain some secular ideas about God.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement

Religion: Cross Religious

Lower Key Stage 2 End of Key Stage Statement:

39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. **(Use examples from different viewpoints)** Identify the impact for religious/non-religious groups on society past and present

Meeting the expected standard at the end of Year 4

Progressive lesson outcomes/skills which can be adapted

Skills, Knowledge & Understanding

Emerging. Working towards.....

I can

- Identify key features of a religious story or practice eg Parable of the Unforgiving servant, or prayer
- Suggest different ways decisions in a religious story could be made or a religious ritual could be performed.

Expected. Secured expected knowledge and uses appropriate skills

- *Emerging level plus:*
- Identify the key decisions in a religious story, give alternative ways the characters could have acted and possible outcomes this could have.
- Talk about how performing a religious ritual in a different place can give a believer a different experience, eg praying outside may be different to praying in a building.
- Raise puzzling questions altering key decisions poses.

Exceeding. Working beyond.....

- *Emerging level and expected level plus:*
- Using 2 different religious stories or 2 different rituals explain how making a variety of decisions can alter outcomes and analyses the impact of this.

Cheshire East Syllabus 2022-2027 Unpacking an End of Key Stage Statement		
Religion: Cross religious	Lower Key Stage 2 End of Key Stage Statement: 40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.	
Meeting the expected standard at the end of Year 4		
Progressive lesson outcomes/skills which can be adapted		Skills, Knowledge & Understanding
Emerging. Working towards.....		I can
		• Comment on connections between different religions to that of my own. • Describe the impact this has on individuals, groups and communities.
Expected. Secured expected knowledge and uses appropriate skills		
		Emerging level plus: • Gather and organise ideas about religions and belief. • Ask questions from key people about experiences of religions studied and compare to my own experiences. • Describe and compare key beliefs of religions studied to that of my own.
Exceeding. Working beyond.....		
		Emerging level and expected level plus: • Ask questions about aspects of my own experiences and suggest answers, making reference to religions studied.

