

Teacher note:
The learning outcomes for each enquiry can be downloaded/edited/printed from the 'Assessment' file on the Discovery RE CDrom/USB stick for teacher records and pupils' Discovery RE Journals.

Overview of Learning Outcomes for Year 5

Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
WORKING TOWARDS (Level 3)	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.	
Year 5 expectation WORKING AT (Level 4)	I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	
WORKING BEYOND (Level 5)	I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.	

OR

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.	



Year 5 Autumn 2	Is the Christmas story true?	Comments
WORKING TOWARDS (Level 3)	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	
Year 5 expectation WORKING AT (Level 4)	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	
WORKING BEYOND (Level 5)	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	



Year 5 Spring 1	Are Sikh stories important today?	Comments
WORKING TOWARDS (Level 3)	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.	
Year 5 expectation WORKING AT (Level 4)	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	
WORKING BEYOND (Level 5)	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.	

OR

Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Year 5 expectation WORKING AT (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything.	
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.	



Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die?	Comments
WORKING TOWARDS (Level 3)	I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.	
Year 5 expectation WORKING AT (Level 4)	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	
WORKING BEYOND (Level 5)	I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	

Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.	

OR

Year 5 Summer 1	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Comments
WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.	
Year 5 expectation WORKING AT (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.	
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.	



Year 5 Summer 2	What is the best way for a Christian to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.	

Year 5 Optional	Does belief in the Trinity help Christians make better sense of God as a whole?	Comments
WORKING TOWARDS (Level 3)	I can think of a gift/power/character attribute that I may have which may be useful to others. I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians.	
Year 5 expectation WORKING AT (Level 4)	I can explain how other people may have different aspects to their nature. I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.	
WORKING BEYOND (Level 5)	I can use my self-knowledge of the hidden and open aspects of my character to empathise with others who may also keep private characteristics which may be similar to or different from me. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God. I can explain my opinion on whether or not a Christian would find the Trinity helpful in understanding God as a whole.	