



# St John's CE Middle School

## Key Performance Indicators

*Pupils who are working at age related expectations at the end of the year will have a secure knowledge of these Key Performance Indicators.*

### RE Year 5

<b>Making sense of beliefs</b>
<b>Pupils can...</b>
Identify some different types of biblical texts, using technical terms accurately
Explain connections between biblical texts and Christian ideas of God and the kingdom of God
Explain the place of Incarnation and Messiah within the 'big story' of the Bible
Identify and explain Muslim beliefs about God, the Prophet and the Holy Qu'ran
Identify and explain Jewish beliefs about God
<b>Expressing and communicating ideas related to religions and world views</b>
<b>Pupils can...</b>
Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed
Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
Make clear connections between Muslim beliefs and ibadah ( e.g. Five Pillars, festivals, mosques)
Make clear connections between Jewish beliefs about the Torah and how they use and treat it
Make clear connections between Christian and Humanist ideas about being good and how people live
<b>Making connections</b>
<b>Pupils can...</b>
Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own
Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers
Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
Consider the value of generosity in the lives of Muslims today and articulate how this might be valuable to people who aren't Muslims.
Articulate their own responses to the issues studied, recognising different points of view