

End Points in Religious Education

Concepts	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
<p>BELIEVING Core knowledge and understanding of texts, stories and key beliefs</p>	<p><u>30-50 months</u> Remember and talk about significant events in their own experience</p> <p>Recognise and describe special times or events for family or friends</p> <p>Know some of the things that make them unique and can talk about some of the similarities and differences between friends and families</p> <p>Enjoys joining in with family customs and routines</p> <p><u>40-60 months</u> Talk about past and present events in their own lives and in the lives of family members</p>	<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).</p> <p>Recall a variety of religious stories used for different purposes.</p> <p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs</p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.).</p> <p>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</p> <p>Describe the lives of the most important religious figures and their place within the belief system.</p> <p>Suggest meaning for the various kinds of writing found within sacred texts</p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.</p> <p>Use technical & religious language to identify the different writings within sacred texts.</p> <p>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.</p> <p>Explain the connections between sacred texts and beliefs using theological terms.</p>
	<p>Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally</p> <p>Belonging</p>	<p><u>40 – 60</u> Enjoys joining in with family customs and routines</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers.</p> <p>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects.</p> <p>Make links between the texts studied and the practice of faith in the community.</p>

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<p>Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally Behaving</p>		<p>Identify some elements of practice that arise from these beliefs.</p> <p>Give examples of how beliefs are linked to worship and prayer.</p>	<p>Describe how beliefs influence worship and lifestyle.</p> <p>Describe the beliefs that have the greatest impact on practice.</p>	<p>Describe the actions of believers in their communities, locally and globally that arise from their beliefs.</p> <p>Show how inspiration might play a part in how believers interpret the texts.</p>
<p>REFLECTING, RESPONDING and MAKING LINKS Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives Talk</p>	<p><u>40-60</u> Children know about similarities and differences between themselves and others and among families, communities and traditions</p> <p>Children know that other children don't always enjoy the same things and are sensitive to this</p>	<p>Talk about their own experiences in the light of the religious knowledge gained</p> <p>Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live</p> <p>Make simple comparisons to their own lives</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society</p> <p>Make links between the teachings of religious figures and current leaders</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>Identify the key ideas from the religions studied so far that believers may find helpful or inspiring</p> <p>Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be</p> <p>Compare the religious ideas to the opportunities and problems of the wider world</p>