

## 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)
<b>BELIEVING</b> Core knowledge and understanding of texts, stories and key beliefs	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).  Recall a variety of religious stories used for different purposes.  Give a simple account of the core beliefs of the religions studied.  Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.).  Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)  Describe the lives of the most important religious figures and their place within the belief system.  Suggest meaning for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.  Use technical & religious language to identify the different writings within sacred texts.  Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.  Explain the connections between sacred texts and beliefs using theological terms.
Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally <b>Belonging</b>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Form positive attachments to adults and friendships with peers.	Give simple examples of how the stories and beliefs influence the behaviour of believers.  Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).	Identify the key practices of a faith and some of the differences between denominations or sects.  Make links between the texts studied and the practice of faith in the community.	Make clear links between the texts and concepts studied and common practice across denominations.  Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).
Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Identify some elements of practice that arise from these beliefs.  Give examples of how beliefs are linked to worship and prayer.	Describe how beliefs influence worship and lifestyle.  Describe the beliefs that have the greatest impact on practice.	Describe the actions of believers in their communities, locally and globally that arise from their beliefs.  Show how inspiration might play a part in how believers interpret the texts.

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	<b>Behaving</b>				
	<b>REFLECTING, RESPONDING and MAKING LINKS</b> Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives Talk	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Talk about their own experiences in the light of the religious knowledge gained  Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live  Make simple comparisons to their own lives	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society  Make links between the teachings of religious figures and current leaders  Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave	Identify the key ideas from the religions studied so far that believers may find helpful or inspiring  Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be  Compare the religious ideas to the opportunities and problems of the wider world