

Religious Education End Points

Year Group	By the end of the Key Stage children should...
EYFS	<p>People, Culture and Communities (ELG): 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.</p> <p>Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Past and Present (ELG): Talk about the lives of the people around them and their roles in society.</p> <p>Managing self (ELG): Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships (ELG): Show sensitivity to their own and others' needs.</p> <p>The Natural World (ELG): Explore the natural world around them making observations and drawing pictures of animals and plants.</p>
Key Stage 1	<p>Be beginning to identify evidence of religions/worldviews in their community. They are beginning to understand that religions/worldviews do not have the same importance for all people and all places.</p> <p>Identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions.</p> <p>tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.</p> <p>Identify some characteristics in the lives of people who are held as examples by religions/worldviews. Children are beginning to identify and suggest meanings for the teachings about right and wrong from different religions/worldviews.</p> <p>tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'.</p> <p>Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.</p> <p>Give basic examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. Can retell a story about someone whose experience or encounter changed their life.</p> <p>Recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.</p>
Lower Key Stage 2	<p>Recall stories from different traditions (Jewish stories) and explain how these affect people's lives.</p> <p>Recall creation stories from different traditions and explain how these affect people's lives.</p> <p>Know some role models/ leaders of religions and worldviews. Know how values of right and wrong are shared across different religions/worldviews.</p> <p>Describe and explain how some people express their feelings through art, music and dance. Can give examples of music, art and dance from different traditions.</p> <p>Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.</p> <p>Give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews and compare stories about people whose experience or encounter changed their lives.</p> <p>Recall stories from Holy Week and explain how these affect people's lives.</p> <p>Identify some shared characteristics of some religions e.g. Creator God. Beginning to recognise different traditions within religions/worldviews</p>

Upper Key Stage 2

Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.

Explain how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life

Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.

Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.

Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.

Explain how people from different religions/worldviews express what they understand about the world through stories.

Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement