

RE Curriculum End Points

Expectations for our **Foundation Stage** students learning about what people believe:

By the end of Foundation Stage, our students are developing into *gatherers* by developing a positive sense of themselves, and others, and learning how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Linked to Christianity:

1. Learn the key events from the creation story found in Genesis 1.
2. Learn the key events from the Christian Christmas story.
3. Find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story.
4. Find out about Churches, Mosques and their key features.
5. Learn about special stories and key religious symbols for Christians, Muslims and Hindus.

Expectations for our **Year 1** students learning about what people believe:

By the end of Year 1, our students are developing into secure *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Identify the key events within the creation story and be able to retell it using key vocabulary.
 2. Discuss the key events from the Christmas story in more detail.
- Linked to Judaism:
3. Learn about the parable of the Lost Son and what this story teaches many Christians about God.
 4. Consider how Muslims, Christians and Jewish people show that they belong.
 5. Consider what Christian, Jewish and non-religious people believe about caring for people and the world.

Linked to Judaism:

1. Learn about Jewish worldviews and ways of life.

Expectations for our **Year 2** students learning about what people believe:

By the end of Year 2, our students are secure *gatherers* by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Explore some of the ways in which Christians try to bring Jesus' 'good news' to others.
2. Understand the important parts of prayer.
3. Explore the key events of Holy Week and Easter, making links with the Christian belief of salvation.
4. Identify the key features of churches, mosques and synagogues learning about how these can vary within different traditions.

Expectations for our **Year 3** students learning about what people believe:

By the end of Year 3, our students are developing into *explorers* by demonstrating an understanding of what people believe and can explain the difference this makes to how they live. They are becoming even more curious and asking increasingly challenging questions about religion, belief, values and human life:

Linked to Christianity:

1. Learn about the covenant that Christians believe that Noah made with God.
2. Explain what the Trinity is and what it means for Christians today.
3. Discuss how different Christians think about and look after the environment.
4. Consider how and why people try to make the world a better place and what is wrong with the world.

Linked to Islam: 1. Encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. 2. Explore what Muslims might do to worship Allah through the 5 pillars.	Linked to Islam: 1. Identify some beliefs about God in Islam, focusing on trusting Allah and Tawhid (the oneness of God). Linked to Judaism: 1. Deepen understanding of Shabbat, considering how different Jews today mark it in the UK today.
Expectations for our Year 4 students learning about what people believe: By the end of Year 4, our students are secure <i>explorers</i> by demonstrating an understanding of what people believe and can explain the difference this makes to how they live. They are becoming even more curious and asking increasingly challenging questions about religion, belief, values and human life: Linked to Christianity: 1 Learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. 2 Research the events of Pentecost. 3 Explain what a Christian might say to explain why the Easter story is so important to them. 4 Consider how and why people mark the significant events in life. Linked to Hinduism: 1. Consider how the idea of Brahman being in everything might affect how Hindus live. 2. Plan a Diwali celebration, showing how and why many Hindus celebrate Diwali.	Expectations for our Year 5 students learning about what people believe: By the end of Year 5, our students are developing into evaluators by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief: Linked to Christianity: 1. Explain how Christians focus on God being holy and loving. 2. Explore some different Christian views about the relationship between science and religion. 3. Discuss the Exodus story, its themes and its importance for Christians today. 4. Discuss how Humanists and Christians know how to act and what they base their decisions on. Linked to Islam: 1. Discuss how the five pillars might affect the lives of Muslims in Britain today. Linked to Judaism: 1. Summarise what Jewish people look like and where we find Jewish people in the UK.

Expectations for our Year 6 students learning about what people believe:

By the end of Year 6, our students are secure *evaluators* by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:

Linked to Christianity:

1. Investigate why Christians think it is wise to follow Jesus' teachings.
2. Investigate why Christians believe Jesus fulfils the expectations of the Messiah.
3. Debate if Jesus' resurrection really makes a difference to life today.
4. Reflect on how Christians are expected to act to make the world more like God's kingdom.
5. Understand the views of an agnostic, atheist and theist.

Linked to Hinduism:

1. Evaluate how dharma might affect the way someone lives their life.