

## RE End Points

### Reception

#### **Which people are special and why? NY Agreed Syllabus**

*Why do Christians perform Nativity plays at Christmas? UC*

- Talk about people who are special to them.
- Say what makes their family and friends special to them.
- Identify at least 2 qualities of a good friend.
- Remember and talk about 2 stories of Jesus being a friend to others.
- Remember the story about Guru Nanak and the Cobra in Sikhism and say what we can learn from it.

#### **What times are special and why? NY Agreed Syllabus**

*Why do Christians put a cross in an Easter Garden? UC*

- Give 2 examples of special occasions e.g. Christmas, Easter, birthday, weddings, Mother's Day.
- Suggest 3 features of a good celebration e.g. cards, celebrating together, special food, candles, special clothing
- Recall simple stories connected with Easter and Diwali (Rama searches for Sita with help from Hanuman the monkey)
- Say why Easter and Diwali are special times for believers.

#### **What places are special and why? NY Agreed Syllabus**

- Talk about somewhere that is special to them. Say why.
- Know that churches are special for Christians and talk about at least 2 things that are special and valued in a church.
- Know that mosques are special places for Muslims and talk about at least 2 things that are special and valued in a mosque.
- Recognise a place of worship and identify at least 2 significant features of a mosque and church.
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church or mosque.

#### **What is special about our world? NY Agreed Syllabus**

*Why is the word God so important to Christians? UC*

- Talk about at least 1 thing they find interesting, puzzling or wonderful in the natural world. Talk about one of their own experiences of the natural world and how they feel about the world. How do they think the world was made?
- Re-tell the creation story from Genesis 1. What do they think the story says about the world, God and human Beings?
- Talk about the Muslim stories of Muhammad and the Crying Camel and Muhammad and the Kittens. What do they think these stories say about God, the world and human beings?
- Say or show 3 ways to look after animals and plants.
- Talk about what people do to mess up the world and what they do to look after it.

## RE End Points

### Year 1

#### **What do Christians believe God is like? UC**

*Who is a Christian and what do they believe? NY Agreed Syllabus*

- Talk simply about 2 Christians beliefs in God and 2 Christian beliefs in Jesus.
- Re-tell a Bible story. How does it show what a Christian might think about God?
- Talk about good and bad, right and wrong arising from at least 2 Bible stories.
- Ask two questions about believing in God. Say what God means to you?

#### **Why does Christmas matter to Christians? UC**

*How do we celebrate special and sacred times? NY Agreed Syllabus*

- Identify 2 ways that Christians celebrate Christmas and 2 ways that Ramadan and Eid – ul - Fitr is observed.
- Re-tell Christmas stories from the Bible and the story of Laylat Al Qadar connected with Ramadan. Give at least 1 reason to explain why these stories are important to believers.
- Ask questions and suggest answers about the Christmas story and Laylat Al Qadar.
- Collect 2 examples of what people do at Christmas and 2 examples of what people do at Eid – ul - Fitr. Why do you think they matter to believers?

#### **What does it mean to belong to a faith community? NY Agreed Syllabus**

- Recognise and name symbols of belonging from their own experience.
- Recognise and name symbols of belonging for Christians and Muslims. What might these might mean? Why do they matter to believers?
- Say at least 2 things that happen at a traditional Christian infant baptism /dedication. Explain what the actions and symbols mean.
- Identify two ways people show they belong to each other when they get married.
- Describe what they think about the examples of co-operation between different people.

#### **Why does Easter matter to Christians? UC**

*How do we celebrate special and sacred times? NY Agreed Syllabus*

- Identify 2 ways that Christians celebrate Easter and 2 ways that Eid – al - Fitr is celebrated.
- Re-tell Easter stories from the Bible and stories connected with Eid – al - Fitr . Why are these stories important to believers?
- Ask at least two questions and suggest answers about the Easter story and a story from Eid – al – Fitr.
- Collect 2 examples of what people do at Easter and two examples of what people do at Eid – al - Fitr . Why do these matter to believers?

#### **What makes some places sacred? NY Agreed Syllabus**

- Identify at least three special objects and symbols found in places of worship. What do they mean and how they are used?
- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
- Ask appropriate questions during a school visit about what happens in a church, synagogue or mosque.

## RE End Points

<b>Year 2</b>
<p style="text-align: center;"><b>Who made the world? UC</b> <i>How should we care for others and the world, and why does it matter? NY Agreed Syllabus</i></p>
<ul style="list-style-type: none"><li>• Re-tell Bible stories and stories from Judaism about caring for others and the world</li><li>• Identify at least 2 ways that some religious believers make a response to God by caring for others and the world, include the obligation of Tzedakah for Jewish people.</li><li>• Talk about issues of good and bad, right and wrong arising from Bible stories.</li><li>• Talk about some texts from different religions that promote the 'Golden Rule'. What do you think would happen if people followed this idea more?</li><li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li></ul>
<p style="text-align: center;"><b>Why does Christmas matter to Christians? UC</b> <i>How and why do we celebrate special and sacred times? NY Agreed Syllabus</i></p>
<ul style="list-style-type: none"><li>• Identify 3 ways that Christians celebrate Christmas and 3 ways that Chanukah is celebrated.</li><li>• Re-tell Christmas stories from the Bible and stories connected with Chanukah. Why are these stories important to believers?</li><li>• Identify 2 similarities and 2 differences between Christmas and Chanukah.</li><li>• Collect 3 examples of what people do, give, sing, remember or think about at Christmas and Chanukah. Why do you think they matter to believers?</li></ul>
<p style="text-align: center;"><b>Who is a Jewish and what do they believe? NY Agreed Syllabus</b></p>
<ul style="list-style-type: none"><li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li><li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li><li>• Re-tell a story that shows what Jewish people at the festival of Sukkot might think about God. What do you think it means?</li></ul>
<p style="text-align: center;"><b>Why does Easter matter to Christians? UC</b> <i>How and why do we celebrate special and sacred times? NY Agreed Syllabus</i></p>
<ul style="list-style-type: none"><li>• Identify 3 ways that Christians celebrate Easter and 3 ways that Pesach is celebrated.</li><li>• Re-tell Easter stories from the Bible and stories connected with Pesach. Why are these stories important to believers?</li><li>• Ask at least two questions and suggest answers about the Easter story and a story from Pesach.</li><li>• Collect 3 examples of what people do, give, sing, remember or think about at Easter and Pesach. Why do you think they matter to believers?</li></ul>
<p style="text-align: center;"><b>What can we learn from Sacred books? NY Agreed Syllabus</b> <i>What is the Good News Jesus brings? UC</i></p>
<ul style="list-style-type: none"><li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Notice and respond sensitively to how Christians and Jews tell the story of Jonah.</li><li>• Re-tell the stories of The Lost Sheep, Exodus and the Ten Commandments, Prophet Muhammad and the Black Stone, and the story of Jonah. Suggest the meaning of these stories.</li><li>• Ask and suggest answers to questions arising from story of Jonah and the parable of The Lost Sheep.</li><li>• Talk about issues of good and bad, right and wrong arising from the stories.</li></ul>

## RE End Points

<b>Year 3</b>
<b>What does it mean to be a Christian in Britain today? NY Agreed Syllabus</b>
<ul style="list-style-type: none"><li>• Describe 2 examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li><li>• Describe how one hymn or modern worship song shows the expression of the beliefs and teachings of the Christian faith.</li><li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li><li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li></ul>
<b>What do Christians learn from the Creation Story? UC</b> <i>Why is the Bible so important for Christians today? NY Agreed Syllabus</i>
<ul style="list-style-type: none"><li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li><li>• Give at least two examples and suggestions of how and why Christians use the Bible today.</li><li>• Describe 3 ways Christians say God is like, with examples from the Bible, using different forms of expression e.g. God is like a father.</li><li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right using Genesis Chapter 1 and Jesus' teachings about forgiveness.</li></ul>
<b>Why are festivals important to religious communities? NY Agreed Syllabus</b> <i>Why do Christians call the day after Jesus died 'Good Friday'? UC</i>
<ul style="list-style-type: none"><li>• Make connections between stories, symbols and beliefs with what happens at Easter and Diwali.</li><li>• Ask questions and give ideas about what matters most to believers at Easter and Diwali</li><li>• Identify similarities and differences between the way two Christian denominations celebrate Easter and Hindus celebrate Diwali.</li><li>• Identify some of the celebrations that form a part of my own life and make links between things that are important in our community and celebrations that are held or could be held.</li></ul>
<b>Why do people pray? NY Agreed Syllabus</b>
<ul style="list-style-type: none"><li>• Describe the practice of prayer for Christians, Muslims and Hindus.</li><li>• Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.</li><li>• Describe ways in which prayer can comfort and challenge believers.</li><li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li></ul>
<b>What do different people believe about God? NY Agreed Syllabus</b> <i>What is the Trinity? UC</i>
<ul style="list-style-type: none"><li>• Describe some of the ways in which Christians Hindus and Muslims describe God.</li><li>• Ask questions and give simple reasons for some of their own responses to ideas about God e.g. If God is invisible, can we imagine what God is like?</li><li>• Suggest why having a faith or belief in something can be hard.</li><li>• Describe, with examples, the influence believing in God has on the lives of believers and why this may be the case.</li></ul>

## RE End Points

### Year 4

#### **Why do some people believe life is like a journey and what significant experiences mark this?**

##### **NY Agreed Syllabus**

- Suggest why some people see life as a journey and identify some of the key milestones on this journey.
- Describe 2 different Christian celebrations of belonging/initiation, the sacred thread ceremony in Hinduism and the Bar/Bat Mitzvah/Chayil ceremonies in Judaism.
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.
- Suggest questions and answers about how believers show commitment and link this with their own ideas about community, belonging and belief.

#### **What does it mean to be a Hindu in Britain today? NY Agreed Syllabus**

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.
- Discuss links between the actions of Hindus in helping others, using Gandhi as an example, and ways pupils and people of other faiths and beliefs, help others.

#### **Why are festivals important to religious communities?**

- Make connections between stories, symbols and beliefs with what happens at Easter, Ramadan & Id ul Fitr and Pesach.
- Ask questions and give ideas about what matters most to believers at Easter, Ramadan & Id ul Fitr and Pesach.
- Identify 2 similarities and differences between the way two Christian denominations celebrate Easter and Hindus celebrate Diwali.
- Identify some of the celebrations that form a part of my own life and make links between things that are important in our community and celebrations that are held or could be held.

#### **Why is Jesus inspiring to some people? NY Agreed Syllabus**

- Make connections between the story of the unforgiving servant and the story of the feeding of the five thousand with an example of Christian life or action.
- Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day.
- Identify the most important parts of Easter for Christians and say why they are important
- Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter (e.g. gospel, incarnation, salvation).

#### **What can we learn from religions about deciding what is right or wrong? NY Agreed Syllabus**

- Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people suggest ways Jewish people might follow the rule.
- Describe what temptation is and how it can affect people's behaviour, making links between stories about temptation.
- Give examples of ways in which some inspirational people have been guided by their religion.
- Discuss their own ideas about how to decide right and wrong and compare this with how Christians might use the Beatitudes and Ten Commandments to help them decide right and wrong.

## RE End Points

### Year 5

#### **Why do some people believe God exists? NY Agreed Syllabus** **What does it mean if God is holy and loving? UC**

- Outline clearly a Christian understanding of what God is like, using examples and evidence.
- Give three examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
- Give several examples to show how believing in God or not believing in God can affect people's lives differently.
- Present different views about on why people believe in God (theism, atheism and agnosticism). Express their own ideas.

#### **What would Jesus do? UC**

*What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> century? NY Agreed Syllabus*

- Outline Jesus' teaching on how his followers should live.
- Offer interpretations of 2 of Jesus' parables and say what they might teach Christians about how to live.
- Explain the impact Jesus' example and teachings might have on Christians today.
- Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.

#### **What does it mean to be a Muslim in Britain today? NY Agreed Syllabus**

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad and how these affect the everyday lives of Muslims.
- Describe and reflect on the significance of the Holy Qur'an to Muslims.
- Describe the forms of guidance a Muslim uses e.g. Hadith, and compare them to forms of guidance experienced by the pupils.
- Make connections between the key functions of the mosque and the beliefs of Muslims.

#### **If God is everywhere, why go to a place of worship? NY Agreed Syllabus**

- Make connections between how believers feel about places of worship in different traditions, including in the Anglican and Baptist churches, worship at home and in the Mandir and worship in Orthodox and Reform synagogues.
- Describe what places of worship are for, and what people from different religions would say the most important function of their place of worship is.
- Give examples of how places of worship support believers in difficult times, explaining why they matter to believers.
- Explain how and some people see the place of worship as being more about the people than the building.

## RE End Points

<u>Year 6</u>
<b>What matters most to Christians and Humanists? NY Agreed Syllabus</b>
<ul style="list-style-type: none"><li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li><li>• Describe at least 3 Christian and Humanist values simply.</li><li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li><li>• Suggest 2 reasons why it might be helpful to follow a moral code and 2 reasons why it might be difficult, offering different points of view.</li></ul>
<b>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? NY Agreed Syllabus</b>
<ul style="list-style-type: none"><li>• Make connections between beliefs and behaviour in different religions.</li><li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li><li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li><li>• Give at least 2 similarities and 2 differences between beliefs and behaviour in different faiths including Hinduism, Christianity and Islam.</li></ul>
<b>What do religions say to us when times get hard? NY Agreed Syllabus</b> <i>What difference does the resurrection make to Christians? UC</i>
<ul style="list-style-type: none"><li>• Give 2 reasons why some people might be comforted by their beliefs when someone dies.</li><li>• Describe Christian, Hindu and/or nonreligious beliefs about life after death.</li><li>• Describe some similarities and differences between Christian, Muslim and Hindu beliefs about life after death.</li><li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li></ul>
<b>Is it better to express your beliefs in arts and architecture or in charity and generosity? NY Agreed Syllabus</b> <i>What does it mean if God is holy and loving? UC</i>
<ul style="list-style-type: none"><li>• Describe and make connections between examples of religious creativity (buildings and art).</li><li>• Show understanding of the value of sacred buildings and art.</li><li>• Suggest 3 reasons why some believers see generosity and charity as more important than buildings and art.</li><li>• Apply ideas about values and from scriptures to answer the enquiry question: 'Is it better to express your beliefs in arts and architecture or in charity and generosity?'</li></ul>