



RE

End Points

'Achieve Excellence'

EYFS		Autumn	Spring	Summer
Nursery	Substantive Knowledge	Name people who are special to them. Name something that is special to them Name their favourite book. Name a special place they like to visit.		
	Conceptual Knowledge	Talk about what is special and important to them.		
Reception	Substantive Knowledge	Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas. Explore why Christians say Jesus is special through the miracle stories. Talk about how Christians might worship God in church. Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important. Talk about the Bible as a special book for Christians which has many special stories.		

	Conceptual Knowledge	<p>Understanding the World: Past & Present – Talk about the lives of the people around them & their roles in society.</p> <p>Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid.</p>
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Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What does it mean to belong? 12</p>	<p>Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches? 9, 12, 13</p>	<p>How do people with different and similar worldviews believe the world began and how should we look after it? 11, 29, 30, 31</p>	<p>Free Choice Unit What is respect?</p>	<p>What do Muslims believe about Allah and Muhammad (PBUH)? 15,16,17</p>	<p>How do Muslims express new beginnings in their lives? 18,19</p>
S U B S T A N S T I V E	<p>9. Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. 11. Explain how Christians view the creation of the world and try to take care for it, (stewardship). 12. Explore what it means to Christians to belong to a church, e.g., Baptism (both adult and infant) 13. Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus. 15. Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God. 16. Explain that the Qur'an is the holy book of Islam and say how it should be treated. 17. Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads)) 18. Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) 19. Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.) 29. Retell two stories that explain how the world was made. 30. Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) 31. Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p>					
C O N	<p>Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words</p>					

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Ask questions about me, and who I am, showing awe and wonder.

Talk about my own experiences and can link these to the communities to which I belong.

Talk about a practice from a religion.

Start to share my opinions and say what is important to myself and to others.

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What do Jewish people believe about God? 20, 21, 22</p>	<p>How do Jewish people live their faith through practices and celebrations? 21, 22, 23</p>	<p>Why is the Bible a special book for Christians? 14</p>	<p>Who was Jesus, why did he teach through stories and why is he important to Christians today? (Includes Easter) 10,13</p>	<p>What do Humanists think a good life is about? 24,25,26,27,28</p>	<p>Free Choice Unit <i>What do Jehovah's Witness believe?</i></p>
S U B S T A N S T I V E	<p>10. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied.</p> <p>13. Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.</p> <p>14. Understand the Bible is a holy book (special) and explain why it might be important to Christians.</p> <p>20. Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p> <p>21. Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period.</p> <p>22. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.)</p> <p>23. Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</p> <p>24. Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.</p> <p>25. See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place.</p> <p>26. Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy.</p> <p>27. Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</p> <p>28. Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.</p>					
C	<p>Retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p>					

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Recognise some religious symbols and words.

Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.

Started to share my opinions and say what is important to myself and to others.

Say ideas which are important to me and can say what I think to be right and wrong.

Retell and suggest meanings to some religious and moral stories.

Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Find out about questions of right and wrong and begin to express my own ideas and opinions.

Year 3/4 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What does a Hindu believe about God and how is Diwali celebrated? 38, 39, 40, 41	Free Choice Why do people go on Pilgrimage?	How can the Bible help a Christian with their way of life? 34, 36, 37	What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians? 32, 33, 34	What is my point of view about God and why do people have faith? 32	What do Muslims believe happened on 'The Night of Power' and how do they worship? 43, 44, 45, 46, 47

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S U B S T A N S T I V E</p>	<p>32. Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)</p> <p>33. Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</p> <p>34. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)</p> <p>36. Describe how Christians live their lives as disciples and choose to follow Jesus.</p> <p>37. Explain why & how people lives changed when they met Jesus. Son, sin, fall, Light of the world, messiah, Emmanuel.</p> <p>38. Explain how a Hindu may worship at home or in the mandir.</p> <p>39. Describe and explain how a Hindu celebrates Diwali and Holi</p> <p>40. Explain how a Hindu may view God.</p> <p>41. Retell some Hindu stories and explain their significance for a Hindu.</p> <p>43. Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.</p> <p>44. Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. Eg Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God.'</p> <p>45. Identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</p> <p>46. Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. (Prayer, prayer mat, direction of prayers.)</p> <p>47. Analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca, removing shoes)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C O N C E P T U</p>	<p>Begin to make connections between different stories/sayings and what they teach followers of different religions/worldviews.</p> <p>Begin to explore belief in action and make connections with my own life and communities.</p> <p>Begin to understand the commitment and dedication needed for different faith followers.</p> <p>Reflect on my own values and explore what I can learn from the values of believers.</p> <p>Begin to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p>

A L	<p>Give thoughtful responses using different forms of expression.</p> <p>Begin to consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p> <p>Begin to consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.</p> <p>Start to find out about questions of right and wrong and begin to express my own ideas and opinions.</p>
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Year 3/4 Cycle B

<p>How do Jewish people demonstrate their faith through their communities? 48, 49, 50, 51</p>	<p>Why do Christians think about Incarnation at Christmas? What is the Trinity? 32, 33, 34</p>	<p>Free Choice What is a worldview? "We have far more in common than that which divides us."</p>	<p>What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? 33, 34, 35</p>	<p>How do Humanists arrive at their views about the world? 52, 53, 54, 55</p>	<p>How do Hindus worship in their daily lives? 38, 40, 42</p>
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S U B S T A N S T I V E	<p>32. Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)</p> <p>33. Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</p> <p>34. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)</p> <p>35. Understand the concept of salvation means 'to be rescued' from sin.</p> <p>38. Explain how a Hindu may worship at home or in the mandir.</p> <p>40. Explain how a Hindu may view God.</p> <p>41. Retell some Hindu stories and explain their significance for a Hindu.</p> <p>42. Analyse a Hindu's journey of life and significant events along the way.</p> <p>48. Reflect on why and how Jews worship.</p> <p>49. Explain the importance of the Covenant for Jews</p> <p>50. Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.</p>
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	51. Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.
C O N C E P T U A L	<p>Begin to describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas with support</p> <p>Discuss why worshippers choose to attend a particular place of worship and what it means to belong with support.</p> <p>Begin to describe and understand links between stories and other aspects of the communities I have been investigating.</p> <p>With support, respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities</p> <p>With support, identify differences and similarities between different religions and worldviews.</p> <p>Begin to discuss my views about what is right and wrong and what is just and fair and I can respect and understand the views of others.</p> <p>Describe religions and world views, connecting my ideas and prior learning.</p> <p>Understand the commitment and dedication needed for different faith followers.</p> <p>Begin to reflect on my own values and explore what I can learn from the values of believers.</p>

Year 5/6 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why are the Five Pillars important to Muslims for their daily lives? 62, 64, 66	How is a Muslim way of life expressed at home and in the community? 63, 65, 66	How are the values of community and equality shown through the Sikh way of life? 67, 68, 69, 70, 71	Which beliefs do we find hard to understand in Christianity? 56, 57, 58	How and why do Christian's worship? What are the benefits for believers? 60, 61	Free Choice Unit a) How do Buddhists show their beliefs in action?
S U B S T A N S T I V E	<p>56. Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</p> <p>57. Explain how the life of Jesus was a sacrifice.</p> <p>58. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p> <p>60. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p> <p>61. Evaluate diverse Christian expressions of worship.</p> <p>62. Identify, describe, and explain key Muslim beliefs related to Allah (God).</p> <p>63. Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim.</p> <p>64. Name the Five Pillars and explain why they are important to the majority of Muslims.</p> <p>65. Explain & assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>66. Explain how Muslims' organisations help people in need</p> <p>67. Explain how Sikhs believe in all pathways leading to God.</p> <p>68. Describe the founder of Sikhi, Guru Nanak and recall key events in his life.</p> <p>69. Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.</p> <p>70. Explain the symbolism of the 5Ks for some Sikhs. (Khalsa Sikhs wear 5Ks generally, others may have some of the</p>					

	<p>symbols e.g., Kara).</p> <p>71. Analyse how Sikhs show community and equality in their lives. (e.g., Langar, charity, all people are equal, values, duty)</p>
C O N C E P T U A L	<p>Explore eyewitness accounts.</p> <p>Observe and consider different dimensions of religion with support.</p> <p>Begin to understand similarities and differences between religions and world views.</p> <p>Begin to explore moral and ethical questions using examples.</p> <p>Describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Begin to talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning.</p> <p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</p> <p>Discuss my own and other's spiritual experiences and begin to find connections between communities.</p> <p>Begin to explore and make personal informed responses to ultimate questions.</p> <p>Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p> <p>Explore and describe a range of beliefs, symbols and actions.</p> <p>Begin to explain the religions and worldviews I encounter.</p> <p>Begin to explore and make personal informed responses to ultimate questions.</p> <p>Begin to demonstrate an understanding of different views.</p> <p>Describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Explore belief in action and make connections with my own life and communities.</p> <p>Develop insight and start to analyse the impact of diversity within a community</p>

Year 5/6 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What does it mean to live in a religiously diverse	What do religious and non – religious world views	Are Humanist and Christian ideas about	How do Sikhs worship? 69, 72	What are some of the differences and	Free Choice Unit <i>What is life</i>

	<p>world? 73, 74, 75</p>	<p>believe about equality, justice and fairness? 81, 82, 83, 84, 85, 86</p>	<p>science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account on Creation? 59, 76, 77, 78, 79, 80</p>		<p>similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music? 58, 61</p>	<p>and death about?</p>
<p>S U B S T A N S T I V E</p>	<p>56. Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</p> <p>57. Explain how the life of Jesus was a sacrifice.</p> <p>58. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p> <p>61. Evaluate diverse Christian expressions of worship.</p> <p>69. Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.</p> <p>73. Analyse how religious diversity originated in the UK and give some examples.</p> <p>74. Identify the origins of religious and non-religious worldviews around the world and place on a timeline.</p> <p>75. Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.</p> <p>76. Explore whether the Big Bang Theory disproves the Genesis accounts of creation.</p> <p>77. Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context).</p> <p>78. Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.</p> <p>79. Explain why Humanists feel that science is a process which allows claims to be tested.</p> <p>80. Discuss if Christian spiritual experience can co-exist alongside scientific principles.</p> <p>81. Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.</p> <p>82. Explain how Humanists and others believe that what we share is greater than that which divides us and how</p>					

	<p>people should be treated equally and compare to other views.</p> <p>83. Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles).</p> <p>84. Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.</p> <p>85. Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.</p> <p>86. Give two examples of how changemakers from different world views are making a fairer world.</p>
<p>C O N C E P T U A L</p>	<p>Explore eyewitness accounts.</p> <p>Observe and consider different dimensions of religion with support.</p> <p>Begin to understand similarities and differences between religions and world views.</p> <p>Begin to explore moral and ethical questions using examples.</p> <p>Describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Begin to talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning.</p> <p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</p> <p>Discuss my own and other's spiritual experiences and begin to find connections between communities.</p> <p>Begin to explore and make personal informed responses to ultimate questions.</p> <p>Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p> <p>Explore and describe a range of beliefs, symbols and actions.</p> <p>Begin to explain the religions and worldviews I encounter.</p> <p>Begin to explore and make personal informed responses to ultimate questions.</p> <p>Begin to demonstrate an understanding of different views.</p> <p>Describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Explore belief in action and make connections with my own life and communities.</p> <p>Develop insight and start to analyse the impact of diversity within a community</p>

