


EYFS	Year 1	Year 2
<p>People Culture and Communities</p> <ul style="list-style-type: none"> 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; Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. <p>Special times: How and why do we celebrate? What times are special to different people and why? Special stories: Why are some stories special? What special messages can we learn from stories? Special places: What buildings and places are special to different people?</p>	<p>By the end of Year 1, children should <i>know</i>:</p> <ul style="list-style-type: none"> why Christians say that God is a 'Father' (Christianity God) why Jesus is important to Christians (Christianity Jesus) how some people might show that they 'belong' to God (Christianity Church) how beliefs about creation might affect the way people treat the world (Islam) why some people might put their trust in God (Judaism) what Hindus believe about God (Hinduism) <p>By the end of Year 1, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> give an example of a key belief and/or a religious story give an example of a core value or commitment use some religious words and phrases to recognise and name features of religious traditions talk about the way that religious beliefs might influence the way a person behaves notice and show curiosity about people and how they live their lives ask questions 	<p>By the end of Year 2, children should <i>know</i>:</p> <ul style="list-style-type: none"> if how we treat the world really matters (Christianity God) why Christians say Jesus is the 'Light of the World' (Christianity Jesus) what unites the Christian community (Christianity Church) how people might express their devotion (Hinduism) why Muslims believe it is important to obey God (Islam) what aspects of life really matter (Judaism) <p>By the end of Year 2, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> retell and suggest meanings for religious stories and/or beliefs use some religious words and phrases when talking about beliefs and values identify and describe how religion is expressed in different ways suggest the symbolic meaning of imagery and actions identify things that influence a person's sense of identity and belonging ask relevant questions talk about their own identity and values
<p>Year 3</p> <p>By the end of Year 3, children should <i>know</i>:</p> <ul style="list-style-type: none"> how (and why) some people have served God (Christianity God) what it means to be a disciple of Jesus (Christianity Jesus) what Christians mean by the 'Holy Spirit' (Christianity Church) why the Prophet Muhammad (pbuh) is an example for Muslims (Islam) why the Gurus are important to Sikhs (Sikhism) why family is an important part of Hindu life (Hinduism) <p>By the end of Year 3, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> show awareness of similarities in religions identify beliefs and values contained within a story/teaching identify the impact religion has on a believer identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs describe how some people, events and sources of wisdom have influenced and inspired others in relation to matters of right and wrong, recognise their own and others' values discuss their own questions and responses related to the question 'who should we follow – and why?' 	 <p>Victoria Road Primary School</p> <p>RE</p> <p>End Points</p>	<p>Year 4</p> <p>By the end of Year 4, children should <i>know</i>:</p> <ul style="list-style-type: none"> how and why Christians might use the Bible (Christianity God) if sacrifice is an important part of religious life (Christianity Jesus) what 'love your neighbour' really means (Christianity God) what a Hindu might learn through celebrating Diwali (Hinduism) how Sikhs express their beliefs and values (Sikhism) why Muslims fast during Ramadan (Islam) <p>By the end of Year 4, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives reflect on their own personal sources of wisdom and authority
<p>Year 5</p> <p>By the end of Year 5, children should <i>know</i>:</p> <ul style="list-style-type: none"> why it is sometimes difficult to do the right thing (Christianity God) what we mean by a miracle (Christianity Jesus) how people decide what to believe (Christianity Church) why the Qur'an is so important to Muslims (Islam) what Hindus might learn from stories about Krishna (Hinduism) if people need laws to guide them (Judaism) <p>By the end of Year 5, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers explain the impact of beliefs and values – including reasons for diversity explain differing forms of expression and why these might be used describe diversity of religious practices and lifestyle within the religious tradition interpret the deeper meaning of symbolism – contained in stories, images and actions explain (with appropriate examples) where people might seek wisdom and guidance consider the role of rules and guidance in uniting communities discuss and debate the sources of guidance available to them consider the value of differing sources of guidance 	<p>Year 6</p> <p>By the end of Year 6, children should <i>know</i>:</p> <ul style="list-style-type: none"> how Christians mark the 'turning points' on the journey of life (Christianity God) why Christians believe Good Friday is 'good' (Christianity Jesus) that for Christians life is like a journey and what the destination is (Christianity Church) if there is one journey or many for Hindus (Hinduism) what Hajj is and why it is important to Muslims (Islam) what is meant by a 'good life' (Buddhism) <p>By the end of Year 6, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> analyse beliefs, teachings and values and how they are linked explain how the beliefs and values of a religious tradition might guide a believer through the journey of life explain the impact of beliefs, values and practices – including differences between and within religious traditions use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging discuss how people change during the journey of life raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments develop own views and ideas in response to learning demonstrate increasing self-awareness in their own personal development 	

