



Hallaton Primary School – Overview for RE – End Points

We follow the Leicestershire Agreed Syllabus and Understanding Christianity

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>F4 Being Special- Where do we belong? F2 Why is Christmas special for Christians? F1 Why is the word 'God so important to Christians? F3 Why is Easter special to Christians? F5 What places are special and why? F6 What times/stories are special and why?</p>	<p>1.10 What does it mean to belong to a faith community? And/or 1.1 Who is a Christian and what do they believe? INCARNATION 1.2 Why does Christmas matter to Christians? GOD 1.1 What do Christians believe God is like 1.6 Who is a Muslim and how do they live? 1.9 How should we care for others and the world? 1.7 Who is Jewish and how do they live? GOSPEL 1.3 What is the good news Christians believe Jesus brings? SALVATION 1.5 Why does Easter matter to Christians? CREATION 1.2 Who do Christians say made the world? 1.8 What makes some places sacred to believers?</p>	<p>U2.3 Why are festivals such as Harvest important to religious communities? L2.8 What does it mean to be a Hindu today? L2.8 What does it mean to be a Sikh today PEOPLE OF GOD L2.2 What is it like for someone to follow God? GOSPEL 2.4 What kind of world did Jesus want? L2.12 Make a world a better place? How is new life welcomed into the world? INCARNATION L2.3 What is the Trinity and why is it important for Christians? CREATION L2.1 What do Christians learn from the Creation story SALVATION L2.5 Why do Christians call the day Jesus died as Good Friday? KINGDOM OF GOD L2.6 For Christians when Jesus left – what was the impact of Pentecost? L 2.11 Why do some people mark the significant events of life?</p>	<p>GOD U2.1 What does it mean if God is holy and loving? U 2.8 What does it mean to be a Muslim in Britain today? INCARNATION 2.4 Why do Christians believe Jesus the Messiah? U2.9 Why is the Torah so important to Jewish People? GOSPEL U2.4 Christians and how to live - What would Jesus do? U2.10 What matters most to Christians and Humanists? CREATION U2.2 Creation and science: competing or complementary? U2.11 Why do some people believe in God? U2.7 Why do Hindu's want to be good? SALVATION U2.5 What did Christians believe Jesus did to 'save' people? PEOPLE OF GOD U2.6 For Christians – what kind of king is Jesus? U2.12 How does faith help people when life gets hard?</p>

Hallaton Primary School – End Points for RE

Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.			
Reception	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings 	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
<ul style="list-style-type: none"> Recognise some religious words, e.g. about God ‘incarnation’ as describing the belief that God came to Earth as Jesus 	<ul style="list-style-type: none"> give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> make clear links between texts/ sources of authority and the core concepts studied 	<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
<ul style="list-style-type: none"> Begin to recognise what special things are relevant for Christians, Muslims or Jews, which link their beliefs about God e.g. the Bible, Torah 	<ul style="list-style-type: none"> give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.			
Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
<ul style="list-style-type: none"> Say how and when Christians like to thank their Creator 	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities
<ul style="list-style-type: none"> Recognise and retell stories connected with Christianity 	<ul style="list-style-type: none"> give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> describe how people show their beliefs in how they 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs

		worship and in the way they live	into practice in different ways, e.g. in different communities, denominations or cultures
<ul style="list-style-type: none"> Say why Easter and Christmas is a special time for Christians 		<ul style="list-style-type: none"> identify some differences in how people put their beliefs into practice 	
<ul style="list-style-type: none"> Recognise some symbols Christians 			
<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian baptism and what happens when a baby is welcomed into a religion other than Christianity. 			
<ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them 			
<ul style="list-style-type: none"> Talk about the things that are special and valued in a place of worship 			

Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.			
Reception	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> Think about the wonders of the natural world, expressing ideas and feelings 	<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own

		make a difference to how pupils think and live	responses, recognising that others may think differently
<ul style="list-style-type: none"> • Talk about what people do to mess up the world and what they do to look after it. 		<ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
<ul style="list-style-type: none"> • Talk about people and places which are special to them and say why 			
<ul style="list-style-type: none"> • Talk about and make connections with signs of new life in nature 			
<ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special 			
<ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship 			