

End Points in Religious Education

Children know this through their use of topic mats.

Teachers know this through their deployment of medium term planning, progression documents and termly foundation assessments.

We follow the Oldham Religious Education Agreed Syllabus

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
Lower Key Stage 2 Pupils:	Can identify some shared characteristics of some religions e.g. Creator God. Beginning to recognise different traditions within religions/worldviews.	Can describe and explain how some people express their feelings through art, music and dance. Can give examples of music, art and dance from different traditions.	Know some role models/ leaders of religions and worldviews. Know how values of right and wrong are shared across different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews. Can compare stories about people whose experience or encounter changed their lives.	Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.	Recall stories from different traditions and explain how these affect people's lives.
Upper Key Stage 2 Pupils:	Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.	Can show how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture.	Explain how certain people who are regarded as role models put their teachings and values into practice. They compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life.	Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.	Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.	Explain how people from different religions/worldviews express what they understand about the world through stories.

	A Year 3 pupil will make	A Year 4 pupil will make	A Year 5 pupil will make	A Year 6 pupil will make
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	sense of beliefs and be able to describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. They will understand the impact of RE by connecting stories, teachings, concepts and texts with how religious people live, celebrate and worship. They will make connections by suggesting and linking questions and answers, including their own ideas about the differences religion makes to life.	sense of beliefs and be able to describe beliefs and concepts, connecting them to texts, suggesting examples and meanings. They will understand the impact of RE by connecting stories, teachings, concepts and texts with how religious people live, celebrate and worship. They will make connections by suggesting and linking questions and answers, including their own ideas about the differences religion makes to life.	sense of beliefs by explaining and giving meanings for core texts and beliefs, comparing different ideas. They will understand the impact and use evidence and examples to show how and why beliefs make a difference to life. They will make connections and connect their own reflections and views to the religions and beliefs they study, developing insights.	sense of beliefs by explaining and giving meanings for core texts and beliefs, comparing different ideas. They will understand the impact and use evidence and examples to show how and why beliefs make a difference to life. They will make connections and connect their own reflections and views to the religions and beliefs they study, developing insights.
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