



Hale CEVC Primary School

R.E. End of Year Expectations

	Christianity - God	Christianity - Jesus	Christianity - Church	Islam	Hindu Dharma	Other World Religions (Judaism/ Sikhism Buddhism)
Year 1	<ul style="list-style-type: none"> I know that Christians refer to God as 'Father'. I can talk about why Christians might compare God to a loving parent. I can talk about how and why Christians might want to talk to God. I can suggest symbolic meanings of rituals and items used in Christian prayer. 	<ul style="list-style-type: none"> I know a simple version of the nativity story. I can talk about why Christians would say Jesus is a special baby. I can talk about how different characters in the nativity welcome the baby Jesus. I can identify religious aspects of Christmas celebrations. I can talk about why Christmas is a special time for Christians. 	<ul style="list-style-type: none"> I know that some Christians welcome babies into the God's family (the Church) through baptism ceremonies. I can talk about what it might mean to belong to the Church family. I can identify features of baptism – e.g. the font, candles, godparents. I can talk about why parents might want to have their child baptised. 	<ul style="list-style-type: none"> I know that Muslims believe in one God (Allah). I know that Muslims believe the world was created by God. I can talk about why Muslims might value the natural world. I know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet. I can suggest how Muslims might show respect for God by caring for the natural world. 	<ul style="list-style-type: none"> I know that Hindus believe in one God in many forms. I know that Hindus believe that God is present in all living things. I can suggest what Hindus might learn about God from the story of the blind man and the elephant. I can talk about how and why Hindus might use statues and images (murtis) in their worship. I can suggest symbolic meanings expressed in the images. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> I can give an example of a key belief. I can give an example of a core value or commitment. I can use some religious word and phrases to recognise and name features of religious traditions. I can talk about the way that religious beliefs might influence the way a person behaves.

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Year 2	<ul style="list-style-type: none"> I can retell the Genesis 1 story of creation. I can suggest why Christians might think it is important to look after the world. I can suggest ways that Christians might express their concern for the natural world. I can describe how and why Christians might thank God for the creation at Harvest festivals. 	<ul style="list-style-type: none"> I can suggest what Christians might mean when they refer to Jesus as 'the Light of the world'. I can talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God. I can identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candlelight, carol services, Christingle) – and the symbolic meaning. I can talk about the different ways that Christians might celebrate Christmas. 	<ul style="list-style-type: none"> I can suggest beliefs and values that might unite the Christian community. I can talk about why some Christians might think it is important to come together to worship God. I can identify symbols (images and actions) used in Christian worship. I can talk about how and why symbols might be used in Christianity. I can identify and describe features of a church. 	<ul style="list-style-type: none"> I can suggest why Muslims believe that it is important to respect God. I can talk about why Muslims would want to show their gratitude to God. I know that submission to God is an important aspect of Islamic life. I can identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis. I can describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat. I can suggested how making time for the five daily prayers is an act of submission. 	<ul style="list-style-type: none"> I know that Hindus believe in one God (Brahman) who can be worshipped in many forms. I know that these forms (the deities) have different qualities and are portrayed in different ways. I can suggest why Hindus might believe that it is important to show devotion to the deities. I know that Hindus might worship at a Mandir and/or the home shrine. I can suggest why worship in the home might be important. I can describe the meaning and symbolism of items use in worship. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> I can retell the story of Moses being given the Ten Commandments. I know some of the Commandments – e.g. Keep the Sabbath Day holy, Respect your mother and father. I can suggest ways in which the Ten Commandments might influence the life of a believer. I can talk about how keeping the Sabbath day holy might influence a Jewish person. I can talk about how the Sabbath is a way of making time for God and family. I know about the Jewish tradition of Friday night dinner.

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Year 3	<ul style="list-style-type: none"> I know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions). I can identify Christian beliefs and values contained within stories of the Prophets (e.g. Noah, Abraham, Moses and Jonah). I can suggest why these prophets chose to listen to and follow God. I can identify Christian who might be described as people who listened to and followed God. I can describe how and why some Christians might devote their lives to serving God. I can talk about what is meant by sense of vocation. 	<ul style="list-style-type: none"> I know what is meant by discipleship. I know about the people who became disciples to Jesus – and suggest why these people decided to follow Jesus. I can identify beliefs and values within religious teachings. I can describe how and why Christians might try to follow the example of Jesus through mission and charity work. I can describe the work of one Christian organisation that aims to help people. And how this work is an expression of their Christian beliefs. 	<ul style="list-style-type: none"> I know what Christians mean by the Holy Spirit. I can suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities. I can identify Christian values exemplified in the gifts/fruits of the Spirit. I can identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations. I can describe how and why Pentecost is celebrated. I can describe why some Christians might take part in a procession of witness. 	<ul style="list-style-type: none"> I can develop an understanding of the importance of founders and leaders for religious communities. I can identify Islamic beliefs and values contained within the story of the life of Prophet Muhammad (pbuh). I can describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh). I can describe and give reasons for the Islamic practice of Zakat. I can suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. 	<ul style="list-style-type: none"> I can develop an understanding of duty and commitment to many religions. I know that following dharma (religious duty) is an important part of Hindu life. I can suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to the God/the deities, duty owed to the teachers, and duty owed to family. I can describe how and why Hindus might celebrate Raksha Bandhan. I can identify aspects of the celebration which remind Hindus of their dharma. I can identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma. 	<p style="text-align: center;"><u>Sikhism</u></p> <ul style="list-style-type: none"> I can develop an understanding of the importance of founders and leaders for religious communities. I can identify Sikh beliefs and values contained within the stories of the lives of the Gurus. I can describe how and why the Guru Granth Sahib is treated with great respect. I can suggest how and why Sikhs might show commitment to their faith.

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Year 4	<ul style="list-style-type: none"> I can explore different Christian beliefs about the Bible as the word of God. I can explain why the bible can be described as a library and give examples of the different types of writings found in the Bible. I can describe why some Christians might view the Bible as an important source of authority and moral guidance. I can explain why some Christians might have different views about how to interpret and apply the Bible. I can explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience). 	<ul style="list-style-type: none"> I can retell the story of Jesus in the wilderness. I can identify Christian beliefs about Jesus reflected in this story. I can suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus). I can describe what a Christian might do during Lent and why. I can explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this. I can discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith. 	<ul style="list-style-type: none"> I can retell some of the main parables of Jesus. I can explain how and why these might be an important source of guidance for Christians. • I can suggest ways that Christians might put these teachings into action in the 21st century. I can describe and explain (with examples) Christian attitudes about how to treat others. I can explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed. 	<ul style="list-style-type: none"> I can explore Islamic teachings about Ramadan from the Qur’an. I can make links between Islamic values and the beliefs explored so far in their study of Islam. I can use subject specific language to describe how and why Muslims fast at Ramadan. I can explain the importance of Ramadan in the context of the Five Pillars of Islam. I can consider the impact that fasting might have on individuals, families and communities. 	<ul style="list-style-type: none"> I can explore teachings about good and evil in the story of Rama and Sita. I can describe what moral guidance Hindus might gain from the story of Rama and Sita. I can make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma. I can use subject specific language to describe how and why Hindus celebrate Diwali. I can explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil. 	<p style="text-align: center;"><u>Sikhism</u></p> <ul style="list-style-type: none"> I can explore teachings and stories from Sikhism. I can describe what moral guidance Sikhs might gain from the stories and examples of the Gurus. I can make links between the beliefs, values and practices of Sikhism. I can use subject specific language to describe how and why Sikhs show their religious commitments and values. I can explain how clothing and behaviour might be symbolic of beliefs, values and commitments.

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Year 5	<ul style="list-style-type: none"> I can describe Christian beliefs about sin and forgiveness. I can describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God. I can suggest different ways that this story might be understood by Christians. I can describe and explain how and why Christians might use the Lord’s Prayer. I can analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians. I can suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations. 	<ul style="list-style-type: none"> I can describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus. I can retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus. I can describe why some Christians might go on pilgrimage to places associated with miraculous events. I can explain the impact that belief in miracles and the power of prayer might have on a Christian. 	<ul style="list-style-type: none"> I can describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus. I can retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus. I can describe why some Christians might go on pilgrimage to places associated with miraculous events. I can explain the impact that belief in miracles and the power of prayer might have on a Christian. 	<ul style="list-style-type: none"> I can explore Islamic beliefs about the Qur’an as the word of God. I can explain how and why the Qur’an is a source of guidance for life for a Muslim. I can explain the impact of believing that the Qur’an is divine revelation. I can describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets. I can explain how and why Muslims might commemorate the Night of Power. I can describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God. I can explain how the teachings of the Qur’an might influence the actions and choices of a Muslim. 	<ul style="list-style-type: none"> I can make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty. I can explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus. I can explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer. I can describe and explain a variety of ways that Hindus might celebrate the festival of Holi. I can suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate. I can explain how Holi celebrations might express Hindu beliefs about equality. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> I can make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers. I can explain the impact of Jewish beliefs and values – including reasons for diversity. I can explain differing forms of expression within the context of Jewish worship. I can describe diversity of religious practices and lifestyle within Judaism. I can interpret the deeper meaning of symbolism – contained in stories, images and actions.

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Year 6	<ul style="list-style-type: none"> I can explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God I can explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism). I can analyse the importance of Christian rites of passage as an expression of faith and commitment. I can use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. 	<ul style="list-style-type: none"> I can retell the events leading up to and including the death of Jesus. I can explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life. I can explain how and why Christian individuals and communities might celebrate the events of Holy Week. I can use religious vocabulary to describe and explain the Eucharist. I can explain different Christian beliefs about the Eucharist and its importance. 	<ul style="list-style-type: none"> I can explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian. I can explain (simply) Christian beliefs about salvation. I can explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life. I can explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation). I can analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice. 	<ul style="list-style-type: none"> I can analyse the Five Pillars of Islam and how they are linked. I can explain how the beliefs and values of Islam might guide a person through life. I can explain the importance of the Ummah for Muslims and that this is a community of diverse members. I can describe and explain the importance of Hajj, including the practices, rituals and impact. I can explain how a person might change once becoming a hajji I can consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage. 	<ul style="list-style-type: none"> I can analyse Hindu beliefs about samsara, karma and moksha and how these are linked. I can explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'. I can explain how belief in reincarnation and the law of karma might affect the way a Hindu lives. I can describe and explain the four ashramas (stages of life) in the life of a Hindu. I can explain how a person might change as they move from one ashrama to the next. I can consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama. 	<p><u>Buddhism</u></p> <ul style="list-style-type: none"> I can analyse Buddhist beliefs and teachings about how to be content. I can explain Buddhist beliefs and values contained within the story of Prince Siddhartha. I can make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths. I can describe and explain what is involved in following the EightFold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. I can consider the importance of daily meditation in Buddhism.