

South Avenue Primary School
Religious Education End Points



<p>RE Curriculum Intent</p>	<p>At South Avenue Primary school, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behavior, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education is taught throughout the school using the ‘Understanding Christianity’ scheme in such a way which allows children to reflect the overall aims, values, and philosophy of everyday life and through different religious backgrounds.</p> <p>It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.</p> <p>Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.</p>						
<p>Making Sense</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>Look at what the Bible says about God</p> <p>Understand that the word God is important as the name of someone very important.</p> <p>Use the words ‘create’, creation and creative in class so that</p>	<p>Identify what a parable is.</p> <p>Tell the story of the lost son from the bible – recognise God as a forgiving father.</p> <p>Retell the story of creation from Genesis 1:1 2-3</p> <p>Recognise that creation is the beginning of the</p>	<p>Retell the story of the creations story.</p> <p>Say what the story tells Christians about God, Creation, and the world.</p> <p>Recognise that incarnation is part of the big story of the bible.</p> <p>Tell the story of the birth of Jesus</p>	<p>Make clear links between the story of Noah and the idea of covenant.</p> <p>I can describe that Sikhs believe in 1 god</p> <p>Sikhs try to put teaching and examples of the 10 Guru’s into daily practise by living a good life.</p>	<p>Place the concepts of God, creation and the fall on a timeline of the Bibles big story.</p> <p>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p> <p>Make links between the story</p>	<p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God using theological terms.</p> <p>Outline the importance of creation on the</p>	<p>Identify the type of text that Psalm 8 is and its purpose</p> <p>Explain what Psalm 8 has to say about the idea of God as creator and the place of humans in creation.</p> <p>Identify features of gospel texts (for</p>

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	<p>children understand them.</p> <p>Prepare work by giving children the chance to act out stories about Jesus as an adult.</p> <p>Allow children to know that Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date. Western churches celebrate on December 25 but the Christmas season lasts until February 2, the feast of the presentation of the Christ child in the Temple.</p>	<p>big story of the bible</p> <p>Say what the story tells Christians about God, creation and the world.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians</p> <p>Recognise that stories of Jesus' life come from gospels.</p> <p>Tell stories from the bible and recognise a link with a concept of 'gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts mean to Christians.</p> <p>Recognise that Jesus gives</p>	<p>and recognise the link with incarnation – Jesus is 'God on Earth'.</p> <p>Tell the stories from the bible and recognise a link with a concept of Gospel or good news.</p> <p>Give clear, simple accounts of what Bible text mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Tell stories from the bible and recognise a link with a concept (e.g being thankful)</p> <p>Give a clear, simple account of what the texts mean to Christians</p>	<p>Identify the difference between a gospel, which tells the story of the life and teaching of Jesus and a letter.</p> <p>Offer suggestions about what texts about baptism and trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Order creation and fall, incarnation, gospel and salvation within a timeline of the Bibles big story.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean.</p>	<p>of Abraham and the concept of faith.</p> <p>How humans have a responsibility to creation</p> <p>The idea that sin spoils creation</p> <p>Christians celebrate being created by God.</p> <p>Identify John 1 as part of a Gospel, noting some differences between John and the other gospels.</p> <p>Offer suggestions for what texts about God might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>List two distinguishing</p>	<p>timeline of the big story of the bible.</p> <p>Identify what type of text some Christians say Genesis 1 is and its purpose.</p> <p>Taking account of the context suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p>example, teaching, parable, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>I can make connections between muslim practice of the five pillars and their beliefs about God and the Prophet/ I can identify and explain connections between the key functions of the mosque and the belief of Muslims.</p>
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	<p>Look at what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection. The Easter narratives in each of the four Gospels in the Bible are made up of a number of stories, which cover the period from Jesus' triumphal entry into Jerusalem to the encounters the disciples had with the risen Jesus.</p>	<p>instructions to people about how to behave.</p> <p>Recognise that incarnation and salvation are part of the big story in the bible.</p> <p>Tell stories of Holy week and Easter from the bible and recognise a link with the idea of salvation.</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Recognise and name some symbols of belonging from</p>	<p>(Say thank you to God for all his good gifts.</p> <p>Recognise that God, incarnation, Gospel and Salvation are all part of the big story</p> <p>Tell stories of Holy week and Easter – link with the idea of salvation.</p> <p>To be able to talk about the fact that Muslims believe in God</p> <p>Recognise that Muslims do not draw Allah or the Prophet</p> <p>Talk about Simple ideas about Muslim beliefs about God – Making link with some of the 99 names of Allah</p>	<p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Sikhs can worship at any time at home or the Gurdwara.</p> <p>Expected to pray three times</p> <p>People respect and regard the</p>	<p>features of a parable.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as good news.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p>	<p>Explain the place of incarnation and Messiah with the big story of the Bible</p> <p>Identify Gospel and prophecy texts using technical terms.</p> <p>Explain connections between biblical texts, incarnation and Messiah, using theological terms.</p> <p>Jewish people believe in 1 god and that the Shema prayer gives details of the way Jewish people should live.</p> <p>Jewish people follow the torah – teaches them how to pray, worship and treat others.</p> <p>Yom Kippur and Rosh Hashanah are the holiest</p>	<p>Outline how and why some humanists criticise spending on religious buildings or art.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Outline the timeline of the big story of the bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts and compare ways in which Christians interpret these texts</p> <p>Explain connections between Luke 24 and the Christians</p>
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		<p>their own experiences for Christians and at least one other religion suggesting what these might mean and why they matter to believers.</p> <p>Talk about the fact that Jewish people believe in God Recognise that some Jewish people remember God in different ways (e.g Mezuzah)</p>	<p>Retell the story about the life of the prophet Mohammad.</p>	<p>Guru Granth Sahib as a living Guru. Vaisakhi is the most important Sikh festival.</p>		<p>days for Jewish people.</p> <p>Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims. Identify three reasons why the Holy Quran is important to Muslims and how it makes a difference to how they live.</p>	<p>concept of sacrifice, resurrection, salvation, incarnation and hope using theological terms.</p>
<p>Understanding the impact</p>	<p>Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. A church is a</p>	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: For example, by saying sorry. Give an example of how Christians</p>	<p>Give at least 2 examples of what Christians do to look after the world for God Give at least two examples of ways in which Christians use the Nativity</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p>	<p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make simple links between people of God and how</p>	<p>Make clear connections between bible texts studied and what Christians believe about God. Show how Christians put their beliefs into</p>	<p>Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find</p>

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	<p>Christian place of worship. Worship is about people showing how much God is worth to them. Many Christians, including those in the Church of England, say or sing the Creed together as part of a worship service. The creed is a list of beliefs and begins, 'I believe in God the Father almighty, maker of heaven and earth'.</p> <p>Christians are taught to respect God's name and use it with love and care because God is holy and great. In</p>	<p>put their beliefs into practice in worship.</p> <p>Give at least one example of what Christians do to say thank you to God for the creation.</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</p>	<p>story in churches and at home.</p> <p>Describe how Christians show their beliefs, for example: thanking god in Prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, their church communities and their own lives.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid – ul – Fitr and how</p>	<p>Describe why it is important for Sikhs to belong to a community of believers called the Khalsa.</p> <p>Describe how Christians show their beliefs about God the trinity in worship and in the way, they live.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p>some Christians choose to live in their whole lives and in their church communities.</p> <p>Make clear links to the responsibility's human have on their lives and on the world. Describe how Christians forgiving can help make the world a better place.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christians.</p>	<p>practice in worship.</p> <p>Make clear connections between Genesis 1 and Christian beliefs as God the Creator. Show understanding of why many Christians find science and faith go together.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being people of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying</p>	<p>science and faith compatible.</p> <p>Make clear connections between Gospel texts, Jesus' good news and how Christians live in the Christian community and in their individual lives.</p> <p>I can comment thoughtfully on the values and purpose of religious practices and rituals in a Muslims daily life. I can offer my views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim.</p>
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	<p>the Lord’s Prayer, which Jesus taught his followers, the second line says, ‘Hallowed be thy name’ (‘Honoured be your name’/‘Holy is your name’). The Ten Commandments also require people to honour God’s name and to treat it as holy For Christians, Easter is the most important festival of the year and lasts considerably longer than just one day. The Easter period is not only full of traditional services and processions, but also big Christian conferences: for example,</p>	<p>Give at least two examples of how Christians put these beliefs into practise in their church community and their own lives.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in the church worship at Easter.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people</p> <p>Examples of two ways people show they belong to each other.</p>	<p>this might make them feel.</p>	<p>Make simple links between the description of the Day of the Pentecost in Acts 2, the holy spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Explain that the Gurdwara is a place that is welcoming and open to everyone and is known as the ‘doorway to the house of God.</p>	<p>Give some examples of how Christians act to show that they are following God.</p> <p>Ask good questions about what Hindus do to show their faith. Suggest two reasons why being a Hindu is a good thing in Britain today and two reasons why it might be hard sometimes.</p>	<p>to bring freedom to others.</p> <p>Understand that Tzedakah means healing the world which is an important value in the Jewish faith as they are all challenging to care for the world that God gave them.</p> <p>Make connections between Muslims practice of the Five Pillars and their beliefs about God.</p> <p>Make connections between the key functions of the Mosque and the beliefs of Muslims.</p>	<p>Show how Christians put their beliefs about living as the people of God into practice in different ways.</p> <p>Respond with ideas of their own to the title question. Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and</p>
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	<p>Spring Harvest, and holiday clubs/Easter Messy Church activities for children. It is a mixture of sorrow, reflection, joy and hope. Easter is also</p>						<p>life after death, and how they show this in their church community.</p>
Making connections		<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Decide what they personally have to</p>	<p>Think, talk and ask questions about living in an amazing world.</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it.</p> <p>Think, talk and ask questions about whether Jesus 'good news'</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>Make links between some Bible texts studied</p>	<p>Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p> <p>Suggest answers about how far ideas of covenant, promises and following God might make a</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how fair these are helpful or</p>	<p>Respond to the idea that humans have great responsibility for the Earth.</p> <p>Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p> <p>Relate Gospel ideas, teachings or</p>

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	<p>be thankful for at Christmas time</p> <p>Think, talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn, exploring different ideas.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven exploring different ideas.</p> <p>Express their own ideas about the value of times of reflection, in light</p>	<p>matters to anyone other than Christians, exploring different ideas.</p> <p>Think, talk and ask questions about whether the text has something to say to them exploring different ideas.</p> <p>Make links between what the Holy Quran says and how Muslims behave.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p>	<p>and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>difference in the world today.</p> <p>Make links between some of the texts and teachings about God in the bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p> <p>Make links between some of Jesus' teachings about how to live and life in the world today, expressing some ideas of their own clearly.</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition</p>	<p>inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the idea that Jesus is the Messiah – a saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Weigh up how Christian ideas about justice related to the issues, problems and opportunities of their own lives and the world today developing insights of their own.</p> <p>Apply ideas about values and from</p>
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					<p>pupils have been taught.</p>	<p>Make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>	<p>scriptures to the title question.</p> <p>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p>
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