

RE End Points – EYFS, KS1 and KS2

EYFS				
Communication and Language	Personal, Social and Emotional	Understanding the World	Expressive Arts and Design	Literacy
<ul style="list-style-type: none"> • Listen with enjoyment to stories from different communities and traditions and respond with relevant comments, questions or actions • Use talk to organise, sequence and clarify thinking, ideas feelings and event • Talk about how they and others show feelings • Answer who, how and why questions about their experiences in response to stories experiences or events from different sources • Develop their own narratives in relation to stories they hear from different communities 	<ul style="list-style-type: none"> • Understand that they can expect others to treat their needs, view, cultures and beliefs with respect • Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour • Talk about their own and others’ behaviours and its consequences and know that some behaviour is unacceptable • Think and talk about issues of right and wrong • Respond to significant experiences • Develop awareness of their own needs views and feelings and be sensitive to shoes of others • Develop respect for their own cultures and beliefs and those of other people • Show sensitivity to others’ needs and feelings and form positive relationships 	<ul style="list-style-type: none"> • Talk about the similarities and differences between themselves and others among families, communities and traditions • Begin to know about their own cultures and beliefs and those of other people • Explore, observe and find out about places and objects that matter in different cultures and beliefs 	<ul style="list-style-type: none"> • Use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas thoughts and feelings • Respond in a variety of ways to what they see, hear, smell, touch and taste 	<p>Children have access to a wide range of books, poems and other written materials to ignite their interest.</p>

RE End Points – EYFS, KS1 and KS2

	KS1	Lower KS2	Upper KS2
Making Sense of Belief	<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied 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"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 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	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Making connections	<ul style="list-style-type: none"> To be able to think, talk and ask questions about whether the ideas they have been studying have something to say to them To be able to give a reason for the view they have and the connections they make 	<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 Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the view they have and the connections they make 	<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 Reflect on and articulate lessons people might gain from the beliefs studied including their own responses, recognising that others may think differently Consider and weigh up how ideas studied relate to their own experiences, developing insights of their own and giving reasons for the view and connections they make