

End of Year Expectations in Religious Education



End of Year Expectations

- The following pages outline the national expectations for children in Year 1-6 by the end of the academic year.
- The expectations are in line with the locally agreed RE syllabus
- By the end of the year, some children will have met all of the 'expected' objectives and will be deepening knowledge and mastering skills through independent application in preparation for the following academic year

Programme of Study	Curriculum Aspect	Key Skills
Year 1	Application	<ul style="list-style-type: none"> • Begin to make a link between Festivals, celebrations and religion.
	Empathy	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs of others.
	Evaluation	<ul style="list-style-type: none"> • Talk about the difference between right and wrong.
	Expression	<ul style="list-style-type: none"> • Talk about Christian practices, place of worship, writings.
	Interpretation	<ul style="list-style-type: none"> • Drawing meaning from artefacts and symbols.
	Investigation	<ul style="list-style-type: none"> • Visit places of worship. • Asking questions. • Identify what they find interesting and puzzling in life. • Recognise symbols and other forms of religious expression.
	Reflection	<ul style="list-style-type: none"> • Pondering on feelings, relationships and experiences. Asking why/how.
	Synthesis	<ul style="list-style-type: none"> • Begin to be aware of the patterns in the various features of religion, writings, places of worship etc.

Programme of Study	Curriculum Aspect	Key Skills
Year 2	Analysis	<ul style="list-style-type: none"> • Distinguish between opinion and fact. • Distinguish between features of different religions.
	Application	<ul style="list-style-type: none"> • Make a link between festivals, celebrations and religion.
	Empathy	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; • Curricular links with philosophy. • Recognise diversity.
	Evaluation	<ul style="list-style-type: none"> • Weighing respective claims of self-interest and consideration for others. • Talk about the difference between right and wrong.
	Expression	<ul style="list-style-type: none"> • Talk about Christian practices - place of worship, writings.
	Interpretation	<ul style="list-style-type: none"> • Drawing meaning from artefacts and symbols.
	Investigation	<ul style="list-style-type: none"> • Visit places of worship. • Using different sources to gather information. • Recognise that some questions about life are difficult to answer. • Ask questions about their own and others' feelings and experiences. • Identify possible meanings for symbols and other forms of religious expression.
	Reflection	<ul style="list-style-type: none"> • Pondering Pondering on feelings, relationships, experiences. • Visitors. • Worship and Practice. • Curricular links with philosophy and PSHE. • Compare aspects of their own experiences and those of others, identifying what influences their lives.
	Synthesis	<ul style="list-style-type: none"> • Look for patterns in the various features of religion, _ writings, places of worship etc.

Programme of Study	Curriculum Aspect	Key Skills
Year 3/4	Analysis	<ul style="list-style-type: none"> • Distinguish between opinion, belief and fact. • Distinguish between features of different religions. • Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.
	Application	<ul style="list-style-type: none"> • Make the association between individual, communal, national, and international life. • Identify key religious values and their interplay with secular ones.
	Empathy	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; • Seeing the world through the eyes of others, and seeing issues from their point of view. • Developing the power of imagination to identify feelings such as love, forgiveness and sorrow. • Respect diversity.
	Evaluation	<ul style="list-style-type: none"> • Debate issues of religious significance with reference to evidence and argument. • Weighing respective claims of self-interest, consideration for others, religious teaching and individual conscience.
	Expression	<ul style="list-style-type: none"> • Explain concepts, rituals and practices. • Identify matters of deep conviction and concern. • Respond to religious perspectives about puzzling aspects of life relating it to their own and others' experiences through a variety of media.
	Interpretation	<ul style="list-style-type: none"> • Drawing meaning from artefacts, works of art, poetry and symbols. • Interpreting religious language and texts. • Make links between beliefs, stories and practices. • Identify the impacts of beliefs and practices on people's lives. • Identify similarities and differences between religions and beliefs.
	Investigation	<ul style="list-style-type: none"> • Visit places of worship. • Asking relevant questions. • Using different sources to gather information.

		<ul style="list-style-type: none"> • Knowing what may constitute evidence for understanding religion.
	Reflection	<ul style="list-style-type: none"> • Pondering on feelings, relationships, experiences, ultimate questions, beliefs and practices (links with Philosophy for children). • Curricular links with philosophy and PSHE. • Make informed responses to questions of identity and experience in the light of their learning.
	Synthesis	<ul style="list-style-type: none"> • Seek coherent patterns in the various features of religion,. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Programme of Study	Curriculum Aspect	Key Skills
Year 5/6	Analysis	<ul style="list-style-type: none"> • Distinguish between opinion, belief and fact. • Distinguish between features of different religions. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning. • They will use different techniques to reflect deeply.
	Application	<ul style="list-style-type: none"> • Make the association between individual, communal, national, and international life. • Identify key religious values and their interplay with secular ones. • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Empathy	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others • Developing the power of imagination to identify feelings such as love, forgiveness and sorrow. • Respect diversity. • Understanding and respecting similarities and differences between faiths.

	Evaluation	<ul style="list-style-type: none"> • Debate issues of religious significance with reference to evidence and argument. • Weighing respective claims of self-interest, consideration for others, religious teaching and individual conscience. • Form own views on some fundamental questions of identity, meaning purpose and morality related to Christianity and other faiths.
	Expression	<ul style="list-style-type: none"> • Explain concepts, rituals and practices. • Identify matters of deep conviction and concern. • Respond to religious perspectives on a range of contemporary moral issues by relating these to their own and others' lives through a variety of media.
	Interpretation	<ul style="list-style-type: none"> • Drawing meaning from artefacts, works of art, poetry and symbols. • Interpreting religious language and texts. • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
	Investigation	<ul style="list-style-type: none"> • Visit places of worship. • Asking relevant questions. • Using different sources to gather information. • Knowing what may constitute reliable evidence for understanding religion. • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.
	Reflection	<ul style="list-style-type: none"> • Pondering on feelings, relationships, experiences, ultimate questions, beliefs and practices (links with Philosophy for children). • Curricular links with philosophy and PSHE. • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Synthesis	<ul style="list-style-type: none"> • Seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole. • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

