

End Points in RE



The table below shows how the knowledge learned in each year is consolidated and further developed in the following year. Such careful sequencing of key facts (substantive knowledge) and skills (declarative knowledge) enables our pupils to know more, do more and remember more.

We build retrieval activities into each unit to help the children practice recalling knowledge and vocabulary. This helps keep knowledge 'warm' and accessible.

This table does not show the activities children will be involved in, or the full range of vocabulary and skills taught. Please refer to separate documents for this information. The information below is the knowledge we expect them to transfer into their long term memories, as building blocks for future learning.

Reception	Year 1	Year 2
<p>Autumn 1: Who am I, and where do I belong? <i>By the end of this unit children should know ..</i></p> <ul style="list-style-type: none">-Every person is special and unique.-Some people believe that God made them this way.-People belong together in different ways.-People have different ways of showing they 'belong' together (religious & non-religious) <p>Begin to know some of our school values.</p>	<p>Autumn 1: Christianity What do Christians call God 'Creator'? <i>By the end of this unit children should..</i></p> <ul style="list-style-type: none">-talk about their own emotions (regarding their special book), connecting them to those of Christians-that most Christians believe that God loves to give-the Creation account-how the beliefs of Christians link to the event of creation and the events of Jesus' life-that Harvest is a time to be thankful for food-talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored-that for most Christians, worship / giving is a response to who God is and what he has given	<p>Autumn 1: Christianity What is God like for Christians? <i>By then of this unity children should know..</i></p> <ul style="list-style-type: none">-that people use pictures and words to convey meaning.-that there are many different images of God contained in the Bible.-these words and images help us answer the question 'what is God like?'-Christian beliefs about God are connected with these words and images.-most Christians believe God loves them and all people-how to listen to others and express their thoughts and ideas about what God might be like

<p>Autumn 2: Why do we have celebrations? <i>By the end of this unit children should know ..</i> -Celebrations are joyful times. -Celebrations are often a time to say thank you. -Each person has a birth-day, and this is celebrated on the day he or she was born. -Christians celebrate special times e.g., Harvest, Christmas, Easter. -Other religions have different festivals. -School based celebrations</p>	<p>Autumn 2:Christianity: What is the ‘Nativity’ and why is it important to Christians? <i>By the end of this unit children should know ..</i> -that most Christians believe in Jesus as God’s Son, born as a baby (‘incarnation’) - that most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father) - that there are different important ‘characters’ in the Nativity that are part of the Christmas story -that the response of the people in the Nativity was to worship Jesus -that for most Christians, Jesus is the most important element of the Nativity -there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas</p>	<p>Autumn 2: Christianity: Why is giving important to Christians? <i>By the end of this unit children should know ..</i> -that giving is important within all communities as a way of helping others and building relationships. -that most Christians believe that God’s nature is to give and that he gave Jesus as a gift to the world. -that worship is a way of giving to God. -that this giving takes many different forms, including prayer & volunteering. -that when most Christians give, they are showing that they are a part of God’s Kingdom. -that the Church is both a building and the community that meet there. -that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him</p>
<p>Spring 1: What makes a place special? <i>By the end of this unit children should know ..</i> -Some people have spaces that are special to them. -There are special buildings where some people go to think and learn about God. -Some people feel close to God anywhere in their own special places.</p>	<p>Spring 1: Christianity: What do Christians learn from stories of Jesus? <i>By the end of this unit children should know ..</i> -key events of Jesus' life from baby -> man -> ascension. -how Jesus' life and experiences share similarities with their own. - how Jesus' life and experiences were also very different from their own. -what most Christians believe was Jesus' plan and intention on earth [salvation]</p>	<p>Spring 1: Christianity: Why do Christians call Jesus ‘Saviour’? <i>By the end of this unit children should know ..</i> that Christians often call Jesus ‘Saviour’. -that the Bible contains stories about people Jesus met and ‘rescued/saved’. -that these people were often the poor, the sick and the friendless. -that ‘salvation’ is an important idea for most Christians.</p>

	<p>-how most Christians try to live their lives following the example that Jesus set.</p>	<p>-that the elements in an Easter garden are symbols of Jesus' death and resurrection that most Christians believe that:</p> <ul style="list-style-type: none"> - people's lives were changed by meeting Jesus, including Zacchaeus . -Jesus 'saves' them too. -Jesus' offer of forgiveness is a part of the rescue at the heart of Easter
<p>Spring 2: What can we learn from stories? <i>By the end of this unit children should know ..</i></p> <ul style="list-style-type: none"> -People can have favourite stories. -Through stories people share ideas and values about how to live. -Some books are special to religious groups e.g. Bible (Christians), Torah (Jews) Qur'an (Muslims) -Some stories are about special people, Jesus, Prophet Muhammad, Moses 	<p>Spring 2: Islam: Who is Allah and how do Muslims worship Him? <i>By the end of this unit children should know ..</i></p> <ul style="list-style-type: none"> -To know some of the 99 names and how these link to what Muslims believe about Allah. - that Muslims think it is better to represent Allah in words rather than pictures. -that Muslims worship Allah through prayer. -that Muslims believe it is important to be ritually clean before they pray. -that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah. 	<p>Spring 2: Judaism: What is the Torah and why is it important to Jewish people? <i>By the end of this unit children should know ..</i></p> <ul style="list-style-type: none"> -what it means to treat something with respect. -that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God. -that God's name is holy for Jewish people. -that the Torah is a scroll and is written in Hebrew. -that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God -that the synagogue is the place where the Torah is kept and where Jewish people go to pray.

<p>Summer 1: What makes something special? <i>By the end of this unit children should know ..</i> -Different things are special to different people for different reasons. -How to look after and respect things that are special to others. -People can use objects to help them remember special times and places. -Some objects are religious objects and help people to think about God.</p>	<p>Summer 1: Islam: What is important for Muslim families? <i>By the end of this unit children should know ..</i> -that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace' - Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah - that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him. -the Qur'an is the special /sacred book for Muslims, and is written in Arabic. -Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel</p>	<p>Summer 1:Judaism: <u>Why do Jewish families celebrate the gift of Shabbat?</u> <i>By the end of this unit children should know ..</i> -that rest from work is important for everyone. -Shabbat is a time of rest and recalls how God rested on the seventh day after creation. -that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God. -that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end.</p>
<p>Summer 2: What makes our world wonderful? <i>By the end of this unit children should know ..</i> -Our world is a place of wonder and we should look after it. -People are naturally 'creative'. -Some people believe our world was created by God and that this is an important story in their special books.</p>	<p>Summer 2: Thematic: Why do people tell stories? <i>By the end of this unit children should know ..</i> -that storytelling is a shared, community experience. -that there are different types of story [e.g. parable, fable] - that religious communities have special shared stories that help them to express meaning or to explain things that they believe [e.g. about God or how the world began], or to celebrate & 'belong' together. -that these shared stories help to give people and communities identity. - that stories can help us to understand life [e.g. to know right from wrong, or how to be a 'better' person] -that some stories are a source of comfort</p>	<p>Summer 2: Thematic: <u>Is prayer important to everyone?</u> <i>By the end of this unit, children should know..</i> -that for most religious people, prayer is a way of connecting with God and is a part of their worship -that people pray for different reasons, and that some people don't pray -that people from different religions pray in different ways - that sometimes, prayer happens at specific times or in specific places or on specific days -that some people use objects to help them to pray -that non-religious people such as humanists do not believe in a God and so don't pray -that non-religious people might reflect quietly rather than pray</p>