



## Forton Primary School

### Religious Education End Points

INTENT	To support our children's personal search for meaning by engaging enquiry into the question, "What does it mean to be human?" Exploring answers offered by world religions and world views.		
PUPILS ARE ENABLED TO...	Explore questions of meaning, purpose and value across a range of religions and other world views which affect our communities both now and in the future.		
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (MFB 29)</li> <li>They work as part of a group or class, and understand and follow the rules. (MFB 30)</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR 28)</li> <li>They know that other children don't always enjoy the same things,</li> </ul>	<ol style="list-style-type: none"> <li>Talk about beliefs about God in Christianity and Islam.</li> <li>Retell and explore the meanings of stories about some of the early figures in the Old Testament and compare with similar figures in the Quran e.g. Noah, Abraham, Isaac, Jacob and Joseph.</li> <li>Talk about and respond sensitively to questions about stories from the life and teachings of significant individuals e.g. Jesus and Mohammed</li> <li>Notice and recall the importance of Holy books such as the Bible, and Quran and how they guide believers' lives.</li> <li>Talk about prayer, noticing how people can pray in church or at home and the importance of prayer as one of the 5 pillars of Islam.</li> </ol>	<ol style="list-style-type: none"> <li>Describe and show understanding of the characteristics of God in Christianity, Islam, Judaism and Sikhism.</li> <li>Explore important stories in the Bible, Quran, Torah and Guru Granth Sahib</li> <li>Describe how the Bible is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations.</li> <li>Make links between symbols and their meanings, looking at the use of artefacts and decorations.</li> <li>Consider the importance of the Qur'an, how it was revealed and how it is read.</li> <li>Explore the features and purpose of Ramadan.</li> </ol>	<ol style="list-style-type: none"> <li>Recall the stories in the Old Testament about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li> <li>Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives relating to Easter. Think about what that means for Christians today.</li> <li>Describe and evaluate how Christians and Muslims express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Consider the differences between culture and religious belief.</li> <li>Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship, leadership and exploring different</li> </ol>



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<p>and are sensitive to this. (P+C 23)</p> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions. (P+C 24)</li> </ul>	<p>10. Name symbols used by Christians and Muslims and suggest meanings for these.</p> <p>12. Talk about how beliefs may not be religious and what is meant by 'humanist'.</p> <p>13. Talk about why human beings are special; what we share with other animals and what makes us unique, especially with regards to empathy and our understanding of the world.</p>	<p>9. Explore the importance of the Hajj pilgrimage and the Amritsar and what it means for believers</p> <p>10. Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present.</p> <p>13. Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated across different religious and non-religious groups.</p> <p>14. Explain what happens at the synagogue and explain why it is an important place and the Rabbi is an important person.</p> <p>15. Explain humanist beliefs about the material world and evolution and how they use human reason and evidence rather than sacred texts to form these opinions.</p> <p>16. Describe what is meant by atheism and agnosticism and how the impacts humanist's beliefs.</p> <p>19. Understand the importance of Guru Nanak to Sikhs. Summarise his teachings and stories relating to his encounter with God.</p>	<p>denominations. Talk about the features of worshipping at the Gurdwara</p> <p>10. Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and giving reasons why Jerusalem is a holy site for all these faiths.</p> <p>11. Give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).</p> <p>13. Weigh up the humanist principle of respecting different ways of finding happiness if they cause no harm to others.</p>
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		21. Explain what each of the 5 K's symbolises. Reflect on how a Sikh person might decide they wanted to initiate as a Khalsa Sikh; and understand that not all Sikhs take initiation.	
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