

Key End Points - for end of year

Ready to Progress Criteria...

Subject: RE



	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> I can name and recognise different cultural traditions and routines. I know that different places have different environmental and cultural features. 	<ul style="list-style-type: none"> I can show acceptance of the differences between a range of cultures.
Year 1	<ul style="list-style-type: none"> I can remember the Christian Creation story and talk about it. I can recall parts of the Easter story. I can tell you something that either Rosh Hashanah or Yom Kippur is about. 	<ul style="list-style-type: none"> I can start to show understanding that Jesus is special to Christians and say why. I can start to make a connection between being Jewish and decisions about behaviour.
Year 2	<ul style="list-style-type: none"> I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can talk about one of the ways Jews show commitment to God. 	<ul style="list-style-type: none"> I can tell you why Christians think God gave Jesus to the world. I can tell you what I am most committed to in my life. I can talk about a way that Jews show commitment to God and say why this might be important.
Year 3	<ul style="list-style-type: none"> I can start to tell you why Christians believe Jesus' death is important. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. 	<ul style="list-style-type: none"> I can start to tell you what Christmas means to Christians and what it means to me. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
Year 4	<ul style="list-style-type: none"> I can describe some of the things Jews do to show respect to God. I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. 	<ul style="list-style-type: none"> I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. I can start to understand the impact a Christian's special place has on him/her.
Year 5	<ul style="list-style-type: none"> I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. 	<ul style="list-style-type: none"> I can express my own views about Hindu beliefs and whether they make sense to me or not. I can explain why I think some ways of showing commitment to God would be better than others for Christians.
Year 6	<ul style="list-style-type: none"> I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can make links between different Christian beliefs and their views on whether anything is ever eternal. 	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can give my opinion as to whether Christianity is a strong religion now and say why I think this. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.