

R.E.				
End of FS (Reception)	Area of attainment	End of KS1 (Years 1 & 2)	End of LKS2 (Years 3 & 4)	End of UKS2 (Years 5 & 6)
<p><b>Understanding the World</b></p> <p><i>People and Communities</i></p> <p><i>Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>	<p><b>Stories</b></p>	<p>Learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</p> <p>Enquire into how these stories may be interpreted and what values and beliefs they may be expressing.</p> <p>Learn about stories associated with at least one other religious tradition.</p> <p>Enquire into what values, beliefs or meaning these stories may also be expressing.</p> <p>Share their views and thoughts in response to any message or moral these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</p>	<p>Learn about Christian stories that are in the Bible. Stories that children learnt about in Key Stage 1 like, the lost sheep, the lost (prodigal) son, the Pharisee and the tax-collector and the Good Samaritan may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted.</p> <p>Enquire into how these stories may be interpreted and what values and beliefs they may be expressing.</p> <p>Learn about stories associated with at least one other religious tradition.</p>	<p>Learn about other New Testament stories, for example, the story of Zacchaeus the tax collector, the Centurion's servant, the healing of the blind man, the feeding of the five thousand, the unforgiving servant (Mt 18 v 21-35) and the Lord's Prayer (Lk 11 v 1-4).</p> <p>Learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Noah's Ark, Moses and the Ten Commandments.</p> <p>Share views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p>
	<p><b>Holy Books</b></p>		<p>Learn about the Bible as the holy book of Christianity. Children should learn that for Christians the Bible is made up of two main sections, of which there is material which predates the life of Jesus, which is sacred for both Jews and Christians.</p> <p>Understand that the Bible is divided into named books, numbered chapters and numbered verses. Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired.</p> <p>Share thoughts and views in response to what</p>	<p>Learn about stories associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels.</p> <p>Explore the idea of literal and non-literal or symbolic interpretation of scriptural passages.</p> <p>Learn about the holy book or scriptures associated with at least one other religion.</p> <p>Support views making use of reasons which are clear and cogent.</p>
	<p><b>Artefacts</b></p>	<p>Recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</p> <p>Explore how and when such artefacts may be used and why they are of religious importance to Christians.</p> <p>Explore artefacts associated with at least one other religious tradition.</p> <p>Ask questions about the values or beliefs these artefacts may represent or express.</p> <p>Share their views and thoughts in response to any message or beliefs these artefacts may express and begin to make the attempt to explain or support their views making</p>		

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<p><b>Understanding the World</b></p> <p><i>People and Communities</i></p> <p><i>Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>	<p><b>Places of Worship (KS1)</b></p>	<p>Learn about the church as a place used for Christian worship.</p> <p>Visit a local church.</p> <p>Explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.</p> <p>Recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern.</p> <p>Know how at least one of these features may be used and should explore why it is religiously important.</p> <p>Explore a place of worship associated with at least one other religious tradition.</p> <p>Share thoughts in response to views and beliefs which arise from children's exploration into places of worship and begin to attempt to explain or support their view</p>	<p>Learn about Christian worship. Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2.</p> <p>The Lord's Prayer as a model for prayer involving devotion, confession and petition in Christianity should be explored.</p> <p>Learn about worship in at least one other religious tradition.</p> <p>Share thoughts and views in response to children's enquiry into worship.</p>	<p>Gain a deeper understanding of different types of prayers and, for example, consider whether asking for some things might be appropriate while other things might not be.</p> <p>Learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present.</p> <p>Support views or beliefs making use of reasons which are clear and cogent.</p>
	<p><b>Festivals</b></p>	<p>Explore the Christian festivals of Christmas and Easter.</p> <p>Learn the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to.</p> <p>Learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</p> <p>Explore at least one festival which is celebrated by at least one other religious tradition.</p> <p>Share thoughts and views in response to any beliefs or values a festival children have explored may suggest.</p> <p>Explain or support their view making use of simple reasons.</p>	<p>Learn about Christian festivals. Festivals like Christmas and Easter may be revisited in Key Stage 2 in order to gain a deeper understanding. For example, pupils might explore the idea that Christmas is a time of peace and goodwill, a time for putting aside disagreements and of seeking reconciliation or the belief that Easter was a victory when good triumphed over evil.</p>	<p>Learn about festivals in at least one other religious tradition.</p> <p>Share thoughts and views in response to the beliefs that festivals often celebrate.</p> <p>Support views making use of reasons which are clear and cogent.</p>
	<p><b>Leaders of Religion</b></p>	<p>Learn about Jesus of Nazareth as the founder of Christianity.</p> <p>Have knowledge of some of the parables which Jesus used to teach about kindness, going out of one's way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the Good Samaritan and the unforgiving servant.</p> <p>Learn about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand.</p> <p>Have knowledge about the mainstream Christian view that Jesus was God living on earth in human form, that Jesus was the Saviour and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit.</p> <p>Learn about the leader of religion in at least one other religious tradition.</p> <p>Share thoughts and views in response to the beliefs held about leaders of religion.</p> <p>Support views making use of reasons which are clear and cogent.</p>	<p>Have a reasonably secure knowledge of events in Jesus' life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and his resurrection.</p> <p>Learn that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion whose servant was sick.</p> <p>Have knowledge about Christian beliefs of Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong.</p> <p>Share thoughts and views in response to the beliefs held about leaders of religion.</p> <p>Support views making use of reasons which are clear and cogent.</p>	