

RE - End Points Planning Document



Our Vision: To develop skills, techniques and processes to explore their creative self and express themselves across a variety of audiences.

Gloucestershire Agreed Syllabus	Disciplinary Knowledge: Progressive skills to be assessed for each unit	Disciplinary Knowledge: Progressive skills	Progressive vocabulary and Resources
<p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p> <p>Time for religious education RE is legally required for all pupils. It is a core subject of the curriculum In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum of five per cent of curriculum time for RE. 4-5 years – 36 hours of RE e.g. 50 minutes a week or some short sessions implemented through continuous provision</p>	<p>Progressive skills may be used to support End Points. This will depend on cohort and class needs</p> <p>See the Gloucestershire Agreed Syllabus for outcomes for each unit objectives p129-136</p> <p>http://www.bussageprimaryschool.co.uk/wp-content/uploads/2016/11/RE-Syllabus-Glos-2017-22.compressed.pdf</p> <p>When planning units they must cover the three core elements which set the context for open exploration of religion and belief.</p> <p>Core Elements: <i>Making sense of beliefs</i> <i>Making Connections</i> <i>Understanding the impact</i></p> <p>These are woven together to provide breadth and balance within teaching and learning.</p> <p>NOTE: Not all of the learning outcomes in the unit planning need to be covered but each of the core elements must be covered.</p> <p>Key Unit outcomes to be assessed Key unit outcomes have been identified from each of the 'Core Elements' to be assessed. These are indicated below.</p>	<p>End Points are our objectives that all children will work towards to achieve subject outcomes.</p>	<p>See p139 of the Agreed Syllabus for key concepts and definitions of these words.</p>

Year R

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living. Six units are provided. Schools should teach at least four of these.

<p>CHRISTIANS</p> <p>F2 Why is Christmas special for Christians?</p> <p>F1 Why is the word 'God' so important to Christians?</p> <p>F3 Why is Easter special to Christians?</p>		<p>END POINTS which are woven throughout all of the EYFS units</p> <p><u>Communication and language</u></p> <ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • They use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. • They talk about how they and others show feelings. • They develop their own narratives in relation to stories they hear from different communities. 	
<p>Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living</p> <p>F4 Being special: where do we belong?</p> <p>F5 What places are special and why?</p> <p>F6 What times/stories are special and why?</p>		<p><u>Personal, social and emotional development</u></p> <ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Children think and talk about issues of right and wrong and why these questions matter. • They respond to significant experiences showing a range of feelings when appropriate. • They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. • Children have a developing respect for their own cultures and beliefs, and those of other people. 	

		<ul style="list-style-type: none"> • They show sensitivity to others' needs and feelings, and form positive relationships. <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs. <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> • Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. • They respond in a variety of ways to what they see, hear, smell, touch and taste. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Children are given access to a wide range of books, poems and other written materials to ignite their interest. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Children recognise, create and describe some patterns, sorting and ordering objects simply. 	
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Year 1

<p>GOD</p> <p>1.1 What do Christians believe God is like?</p>	<p><i>Understand the impact: Can I give at least two examples of a way in which Christians show their belief in God as loving and forgiving? (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</i></p>	<p>END POINTS which are woven throughout all of the KS1 units</p> <p><u>make sense of a range of religious and nonreligious beliefs</u></p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	<p>God</p> <p>Creation</p> <p>Fall</p> <p>People of God</p> <p>Incarnation</p> <p>Gospel</p> <p>Salvation</p> <p>Kingdom of God</p>
<p>CREATION</p> <p>1.2 Who do Christians say made the world?</p>	<p><i>Understand the impact: Can I give at least one example of what Christians do to say 'thank you' to God for Creation?</i></p>	<p><u>understand the impact and significance of religious and nonreligious beliefs</u></p>	

JEWISH God/Torah/People 1.7 Who is Jewish and how do they live? [Double unit]	Make sense of belief: Can I re-tell simply some stories used in Jewish celebrations? (e.g. Chanukah)	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	God Torah The People and the Land
CHRISTIANS/JEWS/NR(non-religious) 1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldview	Make sense of belief: Can I say simply what Jesus and one other religious leader taught about loving other people?	<p><u>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p> <ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action • give a good reason for the views they have and the connections they make 	
CHRISTIANS/JEWS/NR(non-religious) 1.9 How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews	Make connections: Can I give good reasons why everyone (religious and non-religious) should care for others and look after the natural world?		

Year 2

INCARNATION 1.3 Why does Christmas matter to Christians?	Make sense of belief: Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?	END POINTS which are woven throughout all of the KS1 units	God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God
GOSPEL 1.4 What is the 'good news' Christians believe Jesus brings?	Make sense of belief: Can I give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians?	<p><u>make sense of a range of religious and nonreligious beliefs</u></p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	
SALVATION 1.5 Why does Easter matter to Christians	Make connections: Can I talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to people about sadness, hope or heaven, exploring different ideas and give good reasons for my ideas?	<p><u>understand the impact and significance of religious and nonreligious beliefs</u></p> <ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	
MUSLIMS God/Tawhid/ibadah/iman 1.6 Who is a Muslim and how do they live? [Double unit]	Understand the impact: Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for creation, fast in Ramadam)	<p><u>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p> <ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action • give a good reason for the views they have and the connections they make 	God/Tawhid Iman(faith) Ibadah(worship) Aakhirah(life after death) Akhlaq(virtue/morality)
CHRISTIANS/JEWS/NR (non-religious) 1.8 What makes some places sacred to believers?	Understand the impact: Can I talk about what makes some places special to people, and what the		

	difference is between religious and non-religious special places?		
year 3			
CREATION L2.1 What do Christians learn from the Creation story?	<i>Make sense of belief: Can I make clear links between Genesis 1 and what Christians believe about God and Creation?</i>	<p>END POINTS which are woven throughout all of the lower KS2 units</p> <p><u>A. make sense of a range of religious and nonreligious beliefs</u></p> <p>identify and describe the core beliefs and concepts studied</p> <p>make clear links between texts/sources of authority and the key concepts studied</p> <p>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><u>B. understand the impact and significance of religious and nonreligious beliefs</u></p> <p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>describe how people show their beliefs in how they worship and in the way they live</p> <p>identify some differences in how people put their beliefs into action</p> <p><u>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p> <p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>give good reasons for the views they have and the connections they make</p>	<p>God</p> <p>Creation</p> <p>Fall</p> <p>People of God</p> <p>Incarnation</p> <p>Gospel</p> <p>Salvation</p> <p>Kingdom of God</p>
PEOPLE OF GOD L2.2 What is it like for someone to follow God?	<i>Understanding the impact: Can I make links between the story of Noah and how we live in school and the wider world.</i>		
GOSPEL L2.4 What kind of world did Jesus want?	<i>Understand the impact: Can I give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways?</i>		
JEWISH L2.10 How do festivals and family life show what matters to Jewish people?	<i>Make connections: Can I raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future?</i>		
MUSLIMS L2.9 How do festivals and worship show what matters to Muslims?	<i>Make sense of belief: Can I identify some beliefs about God in Islam, expressed in Surah 1?</i>		<p>God/Tawhid</p> <p>Iman(faith)</p> <p>Ibadah(worship)</p> <p>Akhirah(life after death)</p> <p>Akhlaq(virtue/morality)</p>
CHRISTIANS/JEWS/NR (non-religious) L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious	<i>Make connections: Can I express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views?</i>		

year 4

<p>GOD/INCARNATION L2.3 What is the 'Trinity' and why is it important for Christians?</p>	<p><i>Make sense of belief: Can I recognise what a 'Gospel' is and give kinds of stories it contains?</i></p>	<p>END POINTS which are woven throughout all of the lower KS2 units</p> <p><u>A. make sense of a range of religious and nonreligious beliefs</u></p> <p>identify and describe the core beliefs and concepts studied</p> <p>make clear links between texts/sources of authority and the key concepts studied</p> <p>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God</p>
<p>SALVATION L2.5 Why do Christians call the day Jesus died 'Good Friday'</p>	<p><i>Understand the impact: Can I make links between the Gospel accounts and how Christians mark the Easter events in their communities?</i></p>		
<p>KINGDOM OF GOD L2.6 For Christians, what was the impact of Pentecost?</p>	<p><i>Understand the impact: Can I describe how Christians show their beliefs about the Holy Spirit in Worship?</i></p>		
<p>HINDUS L2.7 What do Hindus believe God is like?</p>	<p><i>Make sense of belief: Can I identify some Hindu deities and say how they help Hindus describe God?</i></p>	<p><u>B. understand the impact and significance of religious and nonreligious beliefs</u></p> <p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p>	<p>Dharma Brahman Atman Karma Samsara Moksha</p>
<p>HINDUS L2.8 What does it mean to be Hindu in Britain today</p>	<p><i>Make Connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas?</i></p>		
<p>CHRISTIANS/JEWS/NR (non-religious) L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious</p>	<p><i>Make Connections: Can I raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark milestones?</i></p>	<p>describe how people show their beliefs in how they worship and in the way they live</p> <p>identify some differences in how people put their beliefs into action</p> <p><u>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p> <p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>give good reasons for the views they have and the connections they make</p>	

Year 5

<p>GOD U2.1 What does it mean if Christians believe God is holy and loving?</p>	<p><i>Make Connections: Can I weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own?</i></p>	<p>END POINTS which are woven throughout all of the upper KS2 units <u>A. make sense of a range of religious and nonreligious beliefs</u></p>	<p>God Creation Fall People of God Incarnation</p>
<p>INCARNATION U2.3 Why do Christians believe Jesus was the Messiah?</p>	<p><i>Make connections: Can I weigh up how far the idea of Jesus as the 'Messiah' - a saviour from God- is important in the world today and, if it is true, what difference that might make in peoples' lives, giving good reasons for my answers?</i></p>	<p>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</p> <p><u>B. understand the impact and significance of religious and nonreligious beliefs</u></p> <p>make clear connections between what people believe and how they live, individually and in communities</p> <p>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</p>	<p>Gospel Salvation Kingdom of God</p>
<p>GOSPEL U2.4 Christians and how to live: 'What would Jesus do?'</p>	<p><i>Make sense of belief: Can I identify features of Gospel texts (for example, teachings, parable, narrative)?</i></p>	<p><u>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p>	
<p>MUSLIMS U2.8 What does it mean to be a Muslim in Britain today?</p>	<p><i>Understand the impact: Can I make clear connections between Muslim beliefs and ibadah? (e.g. Five Pillars, festivals, mosques, art)</i></p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	<p>God/Tawhid Iman(faith) Ibadah(worship) Aakhirah(life after death) Akhlaq(virtue/morality)</p>
<p>JEWISH U2.9 Why is the Torah so important to Jewish people?</p>	<p><i>Make sense of belief: Can I identify and explain Jewish beliefs about God?</i></p>	<p>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>	<p>God Torah The People and the Land</p>

<p>CHRISTIANS/JEWS/NR (non-religious) U2.10 What matters most to Humanists and Christians? (C, M/J, NR)</p>	<p><i>Understand the impact: Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</i></p>		
<p>Year 6</p>			
<p>CREATION U2.2 Creation and science: conflicting or complementary?</p>	<p><i>Make sense of belief: Can I, taking account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing an awareness of different interpretations?</i></p>	<p>END POINTS which are woven throughout all of the upper KS2 units <u>A. make sense of a range of religious and nonreligious beliefs</u></p>	<p>God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God</p>
<p>SALVATION U2.5 What do Christians believe Jesus did to 'save' people?</p>	<p><i>Make connections: Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?</i></p>	<p>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p>	
<p>KINGDOM OF GOD U2.6 For Christians, what kind of king is Jesus?</p>	<p><i>Make connections: Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?</i></p>	<p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p>	
<p>HINDUS U2.7 Why do Hindus want to be good?</p>	<p><i>Make sense of belief: Can I identify and explain Hindu beliefs e.g., dharma, karma, samsara, moksha, using technical terms accurately</i></p>	<p>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</p>	<p>Dharma Brahman Atman Karma Samsara Moksha</p>
<p>CHRISTIANS/JEWS/NR (non-religious) U2.12 How does faith help people when life gets hard?</p>	<p><i>Understand the impact: Can I give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives?</i></p>	<p><u>B. understand the impact and significance of religious and nonreligious beliefs</u></p>	
<p>CHRISTIANS/JEWS/NR (non-religious) Unit U2.11 Why do some people believe in God and some people not?</p>	<p><i>Understand the impact: Can I make clear connections between what people believe about God and the impact of this belief on how they live?</i></p>	<p>make clear connections between what people believe and how they live, individually and in communities</p> <p>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</p> <p><u>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</u></p> <p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p>	

		consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make	
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Year 1 and 2 Long Term Planning

	belong?	Christians?	important to Christians?	Christians?	why?	and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)

Year 3 and 4 Long Term Planning

Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)

Year 5 and 6 Long Term Planning

Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?