

UKS2 End Point Expectations for RE

- These end of year expectations are derived from the Suffolk Agreed Syllabus for RE which uses two attainment targets and six strands to promote a broad and balanced RE.
- Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year.

UKS2 (Cycle A)

Autumn 1- How does tawhid create a sense of belonging to the Muslim community?						
	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y4	5a I can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur'an and is supported by stories of the life of Prophet Muhammad	5b I can use the right terms to describe the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah'	5c I can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.g. prayer direction, prayer words, Kaaba	5d I can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong	5e I can ask questions about a Muslim view of the meaning and purpose of life and suggest my own opinions about life's meaning and purpose	5f I can ask about moral decisions I, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions
Y5	6a I can explain some key Muslim teachings about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith	6b I can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion	6c I can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here	6e I can compare my own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story	6f I can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid

Autumn 2 –How fo Christians show their belief that Jesus is God incarnate?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament	5b I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God	5c I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus	5d I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle	5e I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs	5f I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society
Y6	6a I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas	6b I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them	6c I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation	6d I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ	6e I can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian like Nick Vujicic might give	6f I can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint

Spring 1– How do questions about Brahman and atman influence the way a Hindu lives?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig	5b I can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals	5c I can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why	5d I can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul	5e I can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view	5f I can ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate
Y6	6a I can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories	6b I can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator	6c I can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'pervaded' by Brahman	6e I can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu	6f I can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities

Spring 2– What is the great significance of the Eucharist for Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments

Y5	5a I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching	5b I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most	5c I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why	5d I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians	5e I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer	5f I can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'
Y6	6a I can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas	6b I can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated	6c I can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means	6d I can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs	6e I can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give	6f I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view

Summer 1-Why do Christians think being a pilgrim is a good analogy for life itself?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	5a I can make links that show how the belief that Christians are 'pilgrims and strangers' in the world comes from the Bible and affects choices they make in life	5b I can use the right religious words to describe practices and experiences on a pilgrimage and how it made a Christian feel	5c I can show how two Christians have compared life as a journey or pilgrimage in songs, suggesting why they are different	5d I can ask why people join particular groups, referring to people who inspire or influence others and to those who join or desert Christian in Pilgrim's Progress	5e I can ask about whether humans are really like pilgrims on a journey with a purpose and suggest my own ideas about this, as well as those of a Christian	5f I can ask about moral decisions I and others make, as a result of particular values or commitments, using examples from Pilgrim's Progress

Y4	6a I can suggest good reasons, including some from the Bible, why some Christians believe going on a pilgrimage helps them think about God and grow in their own spiritual lives	6b I can use a wide religious vocabulary to produce a guide to Holy Land pilgrimage that describes some of the Christian practices and experiences different pilgrims might meet	6c I can express the feelings, beliefs and ideas of Pilgrim in an episode of Pilgrim's Progress, in a style used by a Christian, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to or identify with and give my views on the challenges of being a Christian facing difficult situations in life, and what gives them strength	6e I can compare my ideas about the meaning and purpose of life with the goal of Pilgrim's journey, and consider how his story might help people who are looking for truth	6f I can discuss some of the benefits and problems of holding strong values and commitments and their role in reaching any goal in life, including how they helped Pilgrim
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Summer 2– How did Buddha teach his followers to find enlightenment?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Jewish person might learn from Noah about the idea of a covenant with God	3b I can describe how Jewish and Christian people both read and discuss Bible stories to know about God	3c I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises	3d I can recognise some of the things which influence my ideas about promises e.g. family, friends, faith	3e I can ask good questions about life after hearing the stories of the Exodus and share some of my ideas	3f I can link objects which hold important memories for me with how I think about and treat them
Y4	4a I can describe what Jewish people might learn from the stories of Abraham about a covenant with God	4b I can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	4c I can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it	4d I can compare some of the memories that influence me with how the story of Passover (Pesach) might help Jewish people think about their covenant with God	4e I can ask important questions about the role of trust in relation to promises and compare my ideas with others, including a possible Jewish response	4f I can link things that I, and others, agree are valuable e.g. our home/school agreement, with how we choose to think and behave in class

UKS2 (Cycle B)

Autumn 1– What does the Qur'an reveal about Allah and his guidance?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how Muslims beliefs and practices come from teachings of the Qur'an or from the Sunnah of the Prophet	5b I can use the right religious words to describe the practices and experiences of Muslim children at a madrassah	5c I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means	5d I can ask questions about how celebrating with others can make us feel we belong, including reference to why Muslims celebrate Laylat-ul Qadr	5e I can ask questions about who I believe tells me the truth about life, comparing my ideas with answers I think a Muslim might give	5f I can ask about moral decisions, I, and others, make based on our values, and what is meant by 'keeping to the straight and narrow'
Y6	6a I can make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live	6b I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others	6c I can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall	6d I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain	6e I can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others	6f I can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school

Autumn 2 – Why is the gospel such good news for Chrisitans?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	5a I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel	5b I can use the right religious words to describe and compare what may happen in a church when the	5c I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	5d I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him	5e I can ask questions about the meaning and purpose of life and suggest what answers others, including	5f I can ask about moral decisions I, and others, including Christians, make when we believe something is 'good

	stories in the Bible	Gospels are read			Christians might give	news' for people
Y4	6a I can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same	6b I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life	6c I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Valotton, or in poem or song, and explain my ideas	6d I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus	6f I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important

Spring 1- Why do Humanists say happiness is a goal of life?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life	5b I can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people	5c I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why	5d I can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so	5e I can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one	5f I can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone
Y6	6a I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about	6b I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why	6c I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am	6d I can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist	6f I can discuss some of the benefits and problems of holding strong values and commitments in life, including

	God and about how to live		trying to convey	challenge religious groups		those of a Humanist nature
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Spring 2-Should believing in the resurrection change how Christians view life and death?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible	5b I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel	5c I can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.	5d I can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ	5e I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own	5f I can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them
Y6	6a I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages	6b I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians	6c I can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey	6d I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas	6e I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers	6f I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have

Summer 1- How does the Triple Refuge help Buddhists in their journey through life?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments

Y5	5a I can make links that show how the Five Precepts for children and staff at the Dharma School, Brighton, are based on Buddha's Five Precepts	5b I can use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic	5c I can show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala	5d I can ask questions about groups people choose to belong to and whether sharing rules e.g. the Five Precepts, inspires people to work together better	5e I can ask questions about what life is for and think of how others, including young Buddhists, might answer such questions	5f I can ask about the values / commitments on which I make moral decisions and about the decisions others make e.g. based on the Five Buddhist Precepts
Y6	6a I can explain some beliefs and teaching from Buddhism and from the Bible about taking 'refuge', saying what is the same and different about them	6b I can use a wide vocabulary to describe why people might become Buddhist today, the practices they might adopt and how their daily life might change	6c I can express beliefs, ideas and feelings about Buddha as a refuge in an art form used by a Buddhist e.g. Buddha rupa, hand position	6d I can ask about the diverse groups people belong to in society, and ask if it easier to achieve a goal in the company of others or alone, referring to Buddhist examples	6e I can compare my own ideas about the meaning / purpose of life and, referring to the Triple Gem, suggest my own 3 'jewels' to help me find truth	6f I can discuss some benefits and problems of commitment to a particular way of life, including commitment to the Triple Refuge for Buddhists

Summer 2- How do the 'Heroes of Faith' encourage Christians today?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y5	5a I can make links that show how Christians believe that hearing about 'heroes of faith' from the Bible, or people's lives gives them courage and strength	5b I can use the right religious words to describe different practices / experiences Christians have of marking faith e.g. baptism, confirmation	5c I can show how Christians use the mustard seed image e.g. in poetry, art or song, to express ideas about growing in faith and suggest why	5d I can ask questions about groups or individuals people chose to identify with and suggest how some Biblical characters e.g. like David, inspire others	5e I can ask questions about the meaning and purpose of life and suggest a range of answers including my own ideas and those Nick Vujicic gives	5f I can ask about (moral) decisions I and others make as a result of having faith in someone and compare with stories of Biblical heroes

Y6	6a I can explain some key Christian teachings about faith from the Bible and how religious stories of struggles can help Christians answer important questions about life	6b I can use a wide religious vocabulary to compare, with examples from an interview, why someone decided to follow Jesus and how that made a difference to how they lives	6c I can express religious beliefs, ideas or feelings about what it means to have faith in a style I have seen used by believers and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of belonging to a Christian community in some countries	6e I can compare my own ideas about the meaning and purpose of life, with the Christian view of life promoted by Nick Vujicic and ask if it would help me or others in the search for truth	6f I can discuss some of the benefits and problems of having a strong faith in, or commitment to, one particular 'hero', including those who value Biblical heroes
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