

KS1 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.

KS1 (Cycle A)

Autumn 1 – Why do Jewish families talk about repentance at New Year?						
	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
Y1	1a I can remember the story of Jonah and know who it is special to	1b I can use the right words e.g. God, scroll, shofar, repent, to talk about what happens at Yom Kippur	1c I can suggest why the symbol of weighing scales is important to a Jewish person at New Year	1d I can talk about times when I have done things wrong, and need to say sorry, at home or in class	1e I can ask why a story is told, and what I learn from it, including the Jonah story	1f I can talk about what is important to me about saying sorry and being forgiven, and why
Y2	2a I can tell the story of Jonah and say why it might be important to a Jewish person	2b I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah	2c I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah	2d I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view	2e I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises	2f I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why

Autumn 2 – Why was Jesus given the name saviour?

	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
Y1	1a I can remember the Annunciation story and know who it is special to	1b I can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas	1c I can suggest how a Christian shows which figures are important in a nativity set	1d I can talk about things that happen in my family or my class when we have needed help	1e I can ask why stories are told and what I learn from them, including the Nativity	1f I can talk about what really helps me when I am in trouble e.g. lonely, and why
Y2	2a I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian	2b I can talk about how Christians use an Advent wreath in their church services	2c I can say what Posada stands for and what being involved might make a Christian think about	2d I can ask, with respect, about what my friends or different groups do at Christmas, including Christians	2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask	2f I can talk about who or what my friends or family would think it was important to help & ask respectfully why

Spring 1– How do some Muslims show Allah is compassionate and merciful?

	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
Y1	1a I can remember the story of Muhammad and the Crying Camel and know who it is special to	1b I can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan	1c I can suggest why the words of the Bismillah are important to Muslims	1d I can talk about when my family (or class) and I have cared for / shown compassion to an animal	1e I can ask why a story is told and what I learn from it, including a story of Muhammad	1f I can talk about what I think are important ways to show compassion and why
Y2	2a I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion	2b I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an	2c I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim	2d I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan	2e I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise	2f I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why

Spring 2- What are the best symbols of Jesus' death & resurrection at Easter?

	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
Y1	1a I can remember one of the Easter stories and know who these stories are special to	1b I can use the right words to talk about Christians celebrating Easter: Jesus, cross, communion, joy, shout	1c I can suggest why a cross, or crucifix, is an important religious symbol for Christian people	1d I can talk about something surprising or amazing that happened in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including the story of Easter	1f I can talk about an object or symbol that helps me if I am sad or reminds me of something amazing
Y2	2a I can tell one of the Easter stories and say why it might be important to a Christian	2b I can talk about Christians taking communion together as part of their Easter worship at church	2c I can say what different items could be used as symbols of the Easter stories and what they stand for	2d I can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event	2e I can talk about things in the Easter stories that make me, or others, ask questions	2f I can talk about what I, and others, think is important to celebrate and ask why Easter is important

Summer 1- Why do Christians trust Jesus and follow him?

	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
Y1	1a I can remember a story about Jesus and know who it is special to	1b I can talk about following Jesus to a Christian using the right words e.g. God, trust	1c I can suggest why pictures and stories of Jesus are important to Christians	1d I can talk about times when I need to trust someone in my family, my class or my religion	1e I can ask why a story is told, including the story of Zacchaeus, and what I learn from it	1f I can talk about how I know who to trust at school and why
Y2	2a I can tell one of the stories about Jesus and say why it might be important to a Christian	2b I can talk about how Christians learn more about following Jesus as part of their worship at church	2c I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is	2d I can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone	2e I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise	2f I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why

Summer 2– Why is the Torah such a joy for the Jewish 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
Y1	1a I can remember a story about Moses and the Ten Commandments know who it is special to	1b I can talk about what Jewish people do at Simchat Torah using the right words	1c I can suggest why a Torah scroll is important to a Jewish person	1d I can talk about times when my family or class have felt like jumping or dancing for joy	1e I can ask why a story is told, and what I learn from it, including stories about Moses	1f I can talk about who or what I think it is important to listen to
Y2	2a I can tell parts of the story of Moses and say why they might be important to Jewish people	2b I can talk about some things Jewish people do together when the Torah is read in the synagogue	2c I can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people	2d I can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups	2e I can talk about the meaning in a story, including stories of Moses, and about any questions these raise	2f I can talk about what is important for others to remember, including Jewish people, asking respectfully why

KS1 (Cycle B)

Autumn 1– Why is belonging to God and the church family important to 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
Y1	1a I can remember the story of Jesus and the children and know who it is special to	1b I can use the right words to talk about what happens at a baby's baptism	1c I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian	1d I can talk about how we might welcome people in my family, my class or my religion	1e I can ask why a story is being told and what I learn from it, including a Bible story	1f I can talk about a present I have received and why it was important to me
Y2	2a I can tell the story of Jesus welcoming children and say why it might be important to Christians	2b I can talk about some important things Christians do and say at a Church of England baptism ceremony	2c I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about	2d I can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group	2e I can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this	2f I can talk about what it important to others, including religious people, about welcoming a new baby, & ask respectfully why

Autumn 2 – Why is learning to do good deeds so important to Jewish people?

	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
Y1	1a I can remember the story of Ruth and know it is special to Jewish people (and Christians)	1b I can talk about something that might be a 'mitzvah' or 'good deed' for Jewish people	1c I can suggest why a tzedakah box (pushke) is important to a Jewish family	1d I can talk about when someone has done a good deed to help me or my friends or family	1e I can ask why a story is told, and what I learn from it, including the story of Ruth	1f I can talk about what is important to me about good deeds that help people and why

Y2	2a I can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot	2b I can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue	2c I can say what the words in a song / picture about Tikkun Olam are about for a Jewish person	2d I can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child	2e I can talk about the possible meanings in a story, including the Ruth story, and about any questions it raises	2f I can talk about what is important to others including Jewish people, about 'good deeds', and ask respectfully why
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Spring 1- What did Jesus teach about God in his parables?

	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
Y1	1a I can remember Jesus' parable of the Lost Sheep and know who it is special to	1b I can use the right words to talk about how a Christian learns the stories Jesus told	1c I can suggest why the story of the Lost Sheep is important to a Christian	1d I can talk about times when I feel alone or lost, or need help at home, in class or in my religion	1e I can ask why Jesus used parables and what I can learn from stories, including a parable	1f I can talk about a book that is important to me and why the Bible is special for a Christian
Y2	2a I can tell one of Jesus' parables and say why it might be important to Christians	2b I can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church	2c I can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian	2d I can ask, with respect, what people do in groups my friends and others belong to when they need advice, including Christians	2e I can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises	2f I can talk about important messages some people, including Christians, want to share and ask, with respect, about why

Spring 2-Why do Christians pray to God and worship him?

	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

Y1	1a I can remember the story of Jesus teaching his disciples to pray and know who it is special to	1b I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen	1c I can suggest what is important about the Lord's Prayer to a Christian	1d I can talk about when I need to ask someone for help in my family, or my class, or my faith	1e I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it	1f I can talk about what happened when someone said thank you to me and why I liked it
Y2	2a I can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian	2b I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs	2c I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian	2d I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray	2e I can talk about some of the phrases in the Lord's Prayer and about any questions they raise	2f I can talk about whether praying is important to other people, including Christians, and ask respectfully about why

Summer 1- How does celebrating Pentecost remind Christians that God is with them always?						
	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
Y1	1a I can remember the story of Jesus' ascension and know who it is special to	1b I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost	1c I can suggest why red and orange colours are often used at Pentecost celebrations	1d I can talk about times in my family / class when I feel alone or lost, or have to wait	1e I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost	1f I can talk about what helps me when I feel alone and why
Y2	2a I can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost	2b I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers	2c I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for	2d I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church	2e I can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises	2f I can talk about an important message that people might want everyone to hear, including a message important to Christians

Summer 2- Why do Jewish families say so many prayers and blessings?

	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
Y1	1a I can remember the Biblical story of creation and know it is special to Jewish people	1b I can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings)	1c I can suggest why it is important to Jewish families to build their Sukkah in a special way	1d I can talk about things that my family or my class might like to do or happen on a day of rest	1e I can ask why a story is told, and what I learn from it, including the Creation story	1f I can talk about why saying thank you, including for food, is important to me
Y2	2a I can tell the story of creation and say why it be it might be important to Jewish people	2b I can talk about some things Jewish families do together as part of Shabbat worship in the home	2c I can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story	2d I can ask about what happens in groups my friends or others belong to on a special day, including Shabbat	2e I can talk about the meaning in a story, including the Creation story, and about any questions it raises	2f I can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why