

LKS2 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.

LKS2 (Cycle A)

Autumn 1- How does a Muslim show their submission and obedience to Allah?						
	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 Hindu might learn from the story of the Starfish	3b I can describe how Hindus do Sewa, or acts of kindness, and encourage others to do the same	3c I can use religious terms to describe how 'Snakes and Ladders' represents some important Hindu beliefs	3d I can recognise some of the things which influence me to do good or bad things e.g. family, friends, faith,	3e I can ask good questions about life after thinking about some Hindu stories and share some of my ideas	3f I can link things that are important to me with whether or not my thinking and behaviour is 'selfish' or 'selfless'
Y4	4a I can describe what Hindus might learn from one of the stories of the Panchatantra about living the right way	4b I can describe how some, but not all, Hindu boys receive a sacred thread and what this signifies	4c I can describe some different ways Hindus show their beliefs about reincarnation e.g. in the imagery of 'worn-out clothes'	4d I can compare some of the things that influence me, and others I know, with how the idea of good and bad karma influences Hindus	4e I can ask important questions about which actions in life are snakes / ladders and compare my ideas with others, including some Hindu views	4f I can link things that I, and my friends, would value as changes we would like to see in the world with the way we choose to think and behave ourselves

Autumn 2 –How do Christians show that reconciliation with God and others is important?

	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 Christian might learn from the story of the Lost (Prodigal) Son	3b I can describe how Christians everywhere practise confession and ask God to forgive their sins	3c I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices	3d I can recognise some things that influence me e.g. family, friends, faith, when it comes to admitting I am in the wrong	3e I can ask good questions about life when thinking about the story of the Lost Son and communicate some of my ideas for answers	3f I can link what is important to me about peace, reconciliation or forgiveness, with the way I think and behave
Y4	4a I can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation	4b I can describe some things that are the same / different in the way Christians confess their sins	4c I can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt	4d I can compare people and things which influence me with those which influence others, including a practising Christian	4e I can ask important questions about the idea of reconciliation in life e.g. when looking at sculptures, and compare my ideas with others, including Christians	4f I can link things that I, and others value about the need for 'peacemakers' or 'reconcilers' with the way we choose to think and behave in school

Spring 1– Why do Hindus want to collect good karma?

	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 Hindu might learn from the story of the Starfish	3b I can describe how Hindus do Sewa, or acts of kindness, and encourage others to do the same	3c I can use religious terms to describe how 'Snakes and Ladders' represents some important Hindu beliefs	3d I can recognise some of the things which influence me to do good or bad things e.g. family, friends, faith,	3e I can ask good questions about life after thinking about some Hindu stories and share some of my ideas	3f I can link things that are important to me with whether or not my thinking and behaviour is 'selfish' or 'selfless'
Y4	4a I can describe what Hindus might learn from one of the stories of the Panchatantra about living the right way	4b I can describe how some, but not all, Hindu boys receive a sacred thread and what this signifies	4c I can describe some different ways Hindus show their beliefs about reincarnation e.g. in the imagery of 'worn-out clothes'	4d I can compare some of the things that influence me, and others I know, with how the idea of good and bad karma influences Hindus	4e I can ask important questions about which actions in life are snakes / ladders and compare my ideas with others, including some Hindu views	4f I can link things that I, and my friends, would value as changes we would like to see in the world with the way we choose to think and behave ourselves

Spring 2– Is the cross a symbol of love, sacrifice or commitment 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
Y3	3a I can describe what a Christian might learn from one of the stories of Holy Week	3b I can describe how Christians in many different lands use crosses to show they are Christians	3c I can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs	3d I can recognise how Remembrance Day celebrations might make different people feel	3e I can ask good questions about life after discussing the Holy Week stories and share ideas for answers	3f I can link things that are important or precious to me with the way I think about, or behave towards, them
Y4	4a I can describe what Christians might learn from the story of Jesus' death / sacrifice	4b I can describe some ways in which a cross is used in the same, or different, ways by Christians	4c I can describe some ways Christians show their beliefs on different crosses or in songs about the cross	4d I can compare some things that influence me, and others, with how belief in Jesus' sacrifice influences Christians	4e I can ask important questions about what a sacrifice is and compare my ideas with others, including a Christian	4f I can link the things that I, and my friends, value, with what we would be willing to sacrifice

Summer 1–What difference did Paul's conversion on the Damascus make 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
Y3	3a I can describe what a Christian might learn from one of the stories about St Paul	3b I can describe how Christians read Paul's letters in church to guide their way of life	3c I can use religious words to describe some ways Christians show their beliefs e.g. preaching, testimony	3d I can recognise some things which influence me (family, friends, faith) when changing friends / groups in school	3e I can ask good questions about life after thinking about how St Paul changed and share some ideas	3f I can link things that are important to me with how I think and behave
Y4	4a I can describe what Christians might learn from the story of St Paul's Conversion about what God is like	4b I can describe how some Christians are converted suddenly, like Paul, and how some Christians become believers more slowly	4c I can describe how and why some Christians show their beliefs by wearing a WWJD wristband and what the letters mean	4d I can compare some things that influence me, with how reading St Paul's verses on love might influence a couple at a Christian wedding	4e I can ask important questions about having the right values in life and compare these with others, including St Paul's ideas	4f I can link things that I, and others value, with whether or not we are willing to change the way we think and behave

Summer 2– What symbols and stories help Jewish people remember their covenant with God?

	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

LKS2 (Cycle B)

Autumn 1– How does believing Jesus in their saviour inspire Christians to save and serve others?						
	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 Christian might learn from a story about how Jesus helped or saved someone	3b I can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers	3c I can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge	3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith	3e I can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers	3f I can link things that are important to me about receiving help when I need it to how I think and behave
Y4	4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'	4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different	4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards	4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian.	4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect	4f I can link things or people that my friends and I value with the way we choose to think and behave

Autumn 2 – Why do Muslims call Muhammad the 'seal of the prophets'?						
	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 Muslim might learn from a story about Muhammad	3b I can describe the Shahadah and know all Muslims everywhere recite the same words	3c I can use 'seal of the prophets' to describe Muslim belief about Muhammad	3d I can recognise some of the things which influence me (family, friends, faith)	3e I can ask good questions about what is important in life after hearing stories about Muhammad	3f I can link important messages I think the world should hear with the way I think and behave

Y4	4a I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living	4b I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer	4c I can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design	4d I can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim	4e I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view	4f I can link things that I, and others, value with how we choose to behave and what we choose to celebrate
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Spring 1- How does the story of Rama and Sita inspire Hindus to follow their dharma?

	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 Hindu might learn from the the story of Rama and Sita	3b I can describe how, like other religious people, Hindus have people to inspire them	3c I can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan	3d I can ask recognise things which influence me (family, friends, faith) to fulfil / neglect my duties	3e I can ask good questions to do with my duty in life after talking about Rama and Sita, and share my answers	3f I can link things that are important to me with the way I think about, and tackle, my duties
Y4	4a I can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita	4b I can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different	4c I can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding	4d I can compare some of the things / people that influence me with those that influence others, including how the characters in Ramayana influence Hindus	4e I can ask whether everyone has the same or different duties in life and compare my ideas with others, including a Hindu view	4f I can link things that I, and others, value as the 'duties of a human' and those valued by Hindus, with how we actually think and behave

Spring 2-Why are good stewardship and generous giving important for every Christian?

	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 Christian might learn from the parable of the Three Servants	3b I can describe some things that Christians believe they should do as stewards of God's world	3c I can use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God	3d I can recognise some things which influence me (family, friends, faith) with regard to 'giving' money to charity	3e I can ask some good questions on being 'stewards', and share some of my ideas for answers	3f I can link things that are important to me about things I own, and how and why I might look after them
Y4	4a I can describe what Christians might learn from the parable of the Three Servants about good stewardship	4b I can describe how most Christians give money as part of their worship and some different ways they might do this	4c I can describe how Christians show their beliefs about giving to God OR God's ownership of the world in the words of a song	4d I can compare what influences my ideas about how I use my time, money or talents with what influences others. Including some Christians	4e I can ask important questions about who owns things in our world and compare my ideas with others, including Christians	4f I can link things that I, and others, value with the way we choose to think about and use our time, money or talents

Summer 1- Why do Christians believe they are people on a mission?

	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 Christian might learn from the Jonah story e.g. about a mission	3b I can describe some things churches typically do as part of their mission to love God and love their neighbour	3c I can use religious words to describe how Christians show their beliefs about Pentecost in church celebrations	3d I can recognise some things which influence me (family, friends, faith) when I think about having a mission in life	3e I can ask good questions about having a mission or purpose in life, and share some of my ideas for answers	3f I can link things that I think are important to make the world better with the way I think and behave myself
Y4	4a I can describe what Christians might learn from the story of Jonah about God e.g. obeying God, God's love	4b I can describe some things most Christians would see /do as part of the mission of the church, and some that a smaller number might concentrate on	4c I can describe some different ways Christians might show their beliefs about the coming of the Holy Spirit at Pentecost in words, art or symbols	4d I can compare some things / people that influence me with who influences others, including how Jesus' words influence a practising Christian	4e I can ask what things make a positive difference to people's lives and compare with some Christian ideas e.g. in a song	4f I can link things that I, and others, value e.g. the Marks of Mission, with how people choose to think and behave

Summer 2- How do Sikhs put their beliefs about equality into practice?

	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 Sikh might learn from stories of how the young Nanak treated people	3b I can describe some typical things that Sikhs do at a gurdwara e.g. taking karah prashad	3c I can say what a patka is and what long hair and turbans show a Sikh	3d I can recognise some things which influence my ideas about being treated equally or fairly (family, friends, faith)	3e I can ask good questions about whether people are equal and communicate some ideas for answers	3f I can link the importance to me of being treated fairly with the way I think and behave
Y4	4a I can describe what Sikhs might learn from the story of Guru Amar Das and the Emperor about God or how to live	4b I can describe some different things Sikhs do which show equality in the langar e.g. welcome everyone, helping provide food	4c I can describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united	4d I can compare some things that influence me with those that influence others e.g. how eating and serving at the langar might influence a Sikh	4e I can ask important questions about whether all people are equal and compare my ideas with others, including a Sikh	4f I can link things that I my friends and I say we value in our school rules to how we choose to think and behave towards other people