



YEAR-END EXPECTATIONS

Published 15/02/2022

RELIGIOUS EDUCATION

(GLOS. AGREED SYLLABUS)

KNOW ABOUT	RECEPTION	BY THE END OF YEAR 1	BY THE END OF YEAR 2
Making sense of beliefs	<p>Children know and recognise that people have different beliefs and celebrate special times in different ways – Harvest, Christmas, Creation Story</p> <p>Children recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<p>Children know and can identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>They know and can give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>They know and can give clear, simple accounts of what stories and other texts mean to believers.</p>
Understanding the impact	<p>They know and can talk about some of the things these stories teach believers (<i>for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right</i>), etc.</p>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<p>They know and can give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>They know and can give examples of ways in which believers put their beliefs into practice.</p>
Making connections	<p>Children can talk about members of their immediate family and community, including school staff, helpers, church volunteers.</p> <p>Children know and understand that some places are special to members of their community.</p> <p>Children can about what people do to mess up the world and what they do to look after it.</p> <p>Children share and record occasions when things have happened in their lives that made them feel special.</p> <p>Children talk about somewhere that is special to themselves, saying why.</p>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<p>They know and can think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>They know and can give a good reason for the views they have and the connections they make.</p>



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KNOW ABOUT	BY THE END OF YEAR 3	BY THE END OF YEAR 4
Making sense of beliefs	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	Children know and can identify and describe the core beliefs and concepts studied. They know and can make clear links between texts/ sources of authority and the core concepts studied. They know and can offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.
Understanding the impact	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	They know and can make simple links between stories, teachings and concepts studied and how people live, individually and in communities. They know and can describe how people show their beliefs in how they worship and in the way they live. They know and can identify some differences in how people put their beliefs into practice.
Making connections	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	They know and can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. They know and can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. They know and can give good reasons for the views they have and the connections they make.



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KNOW ABOUT	BY THE END OF YEAR 5	BY THE END OF YEAR 6
Making sense of beliefs	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<p>Children know and can identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>They know and can describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>They know and can give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p>
Understanding the impact	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<p>They know and can make clear connections between what people believe and how they live, individually and in communities.</p> <p>They know and can using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.</p>
Making connections	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<p>They know and can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>They know and can 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>They know and can 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>