



Key Stage Expectations in Religious Education



EYFS End of Key Stage Statements

By the end of Foundation Stage (EYFS) it is expected pupils will be able to:

Essential Content: Christianity ‘I can’...
• 1. Talk about how Christians describe God e.g. as creator.
• 2. Talk about who Christians say Jesus is e.g. say why they think he might be special.
• 3. Explain the Bible is the Christian’s holy book.
• 4. Retell a few key aspects of the Christmas story e.g. Jesus came to earth and was born in a stable; his parents were Mary and Joseph
• 5. Retell a few key aspects of the Easter story e.g. Jesus came into Jerusalem on a donkey he died and came back alive.
• 6. Understand that the Bible tells stories that help Christians think about God and Jesus.
• 7. Talk about some things that Christians do in church.
• 8. Begin to show curiosity and ask questions about Christian stories.

By the end of Key Stage 1 (Yr. 1 and 2) it is expected pupils will be able to:

Essential Content: Christianity ‘I can’ ...

- 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity.
For example, put six pictures in order to show what happened on the first Christmas.
- 2. Recall the main events from the Easter Bible stories linking these stories with Christianity.
For example, recall and order the five key events that happened during Jesus’ last week on earth; entry into Jerusalem; Last Supper; arrest; crucifixion and resurrection.
- 3. Identify at least four aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.
- 4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man.
- 5. Explain that the Bible is a Christian’s holy book and identify different kinds of genre/writing.
- 6. Recognise the features of a church building and identify at least three artefacts found in a church explaining why they are important to Christians.
- 7. Describe at least three things a minister/church leader might do.

Essential Content: Judaism ‘I can’ ...

- 8. Identify the Torah as a holy book for Jews and how the rules in the Torah can guide a Jew in their lives, e.g. why they believe it is wrong to steal.
- 9. Describe some of what happens at the synagogue and why Shabbat is important to Jews.
- 10. Describe at least three things a rabbi might do e.g. take part in a naming ceremony.

Cross Religious / Non-religious Viewpoints ‘I can’ ...

- 11. Talk about stories in the Bible that describe what God is like for Christians and Jews.
Example 1: In the Old Testament story of Creation: identify that Jews and Christians believe God is the creator who cares for all people.
Example 2: In the New Testament story of the Lost Sheep: identify that Christians believe God is like a Shepherd who goes after those who are lost.
- 12. Explain why Abraham is important to both Jews and Christians (NB he is also important to Muslims).
For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith.
- 13. Begin to show curiosity and ask questions about the last three Christian and three Jewish stories.
- 14. Explain three reasons why Moses found it difficult to obey God.
- 15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
- 16. Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship?

By the end of Lower Key Stage 2 (Y3/4) it is expected pupils will be able to:

Essential Content: Christianity; Islam; Judaism. 'I can' ...

Essential Content: Christianity
• 17. Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).
• 18. Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'.
• 19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied e.g. Creation, The Fall; Christmas; The Story of Zacchaeus and Easter.
• 20. Explain with reference to the creative arts how God has a salvation plan for humans.
• 21. Explain how the bible is used in the local church by Christians for guidance, devotion and inspiration.
• 22. Compare and contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.
• 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, e.g. the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').

Essential Content: Islam
• 24. Explain how Muslims describe Allah, e.g. using 99 names.
• 25. Know that all Muslims believe Muhammed (pbuh) to be a 'messenger of 'God', (Prophet of God).
• 26. Recall five key facts about the story of the 'Night of Power' Muhammed's (pbuh) first revelation. For example, Muhammed (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu'ran and afterwards Muhammed (pbuh) became known to all Muslims as the 'Prophet of God'.
• 27. Recognise a Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).
• 28. Make a link between two Muslim artefacts (e.g. Qu'ran stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.
• 29. Explain how Muslim organisations help people in need.

Essential Content: Judaism

- 30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, e.g. Passover; Yom Kippur or Rosh Hashanah.
- 31. Explain the key events in a Jew's life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews.
- 32. Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts e.g. Abraham.
- 33. Describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses.
- 34. Identify ways in which the Jews show respect for the Torah.

Cross Religious/Non-Religious Viewpoints

- 35. Explain how Jews, Muslims and Christians welcome babies, suggesting differences & similarities between them. Compare and contrast non-religious ceremonies.
- 36. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings.
- 37. Describe what Christians & Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector.
- 38. Compare and contrast the Christian Jewish and Muslim ideas of God linking their ideas in with other secular views & perspectives.
- 39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.
- 40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.

By the end of Upper Key Stage 2 (Yr. 5/6) it is expected pupils will be able to:

Essential Content: Christianity; Hinduism; Islam; Free choice enquiry. 'I can' ...

Essential Content: Christianity
• 41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.
• 42. Describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.
• 43. Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.
• 44. Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation).
• 45. Suggest answers to questions that the resurrection of Jesus might raise.
• 46. Identify ways that Christians believe God is with them; prayer; worship; peace in hard times.
• 47. Explain using key texts, (e.g. parables, miracles, teaching) the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom.
• 48. Describe how signs of salvation in church reinforce the Christian idea of forgiveness.
• 49. Analyse how diverse expressions of Christian worship can reinforce faith & belief.

Essential Content: Islam
• 50. Identify and understand that Muslims believe the Prophets who came before Muhammed (pbuh) all taught the same message.
• 51. Explain how Muslims believe that Muhammed (pbuh) is the last and final prophet.
• 52. Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
• 53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
• 54. Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death.
• 55. Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.
• 56. Explain why the Qu'ran is so important to Muslims.
• 57. Analyse how the main features of a mosque explain Muslim key beliefs.

Essential Content: Hinduism
• 58. Describe various forms of worship that happen in the Hindu Temple, including Puja.
• 59. Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.
• 60. Identify key Hindu symbols and explain their meaning, e.g. Aum, Swastika.
• 61. Describe how and suggest why Hindus celebrate Diwali and Holi.
• 62. Compare and contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.

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| <ul style="list-style-type: none">• 63. Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment. |
| <ul style="list-style-type: none">• 64. Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family. |
| <ul style="list-style-type: none">• 65. Explain the Hindu idea of 'Karma and how actions have consequences'. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. |

Cross Religious/Non-Religious Viewpoints

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| <ul style="list-style-type: none">• 66. Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God. |
| <ul style="list-style-type: none">• 67. Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers. |
| <ul style="list-style-type: none">• 68. Compare and contrast what motivates people of a religious faith (e.g. Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society and the wider world through environmental and global charities. E.g. Islamic Aid, Christian Aid. |
| <ul style="list-style-type: none">• 69. Investigate by gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints. |
| <ul style="list-style-type: none">• 70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints. |