



Winmarleigh Church of England Primary School

RE

At Winmarleigh, we value Religious Education. Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE children, learn about religions, from religions and worldviews in local, national and global contexts, to discover, explore, and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

End Points in Learning in the RE Curriculum

EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Continue to develop positive attitudes about the differences between people. • See themselves as a valuable individual. • Think about the perspectives of others. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Show sensitivity to their own and others’ needs. • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Pupils can ask important and relevant questions about religion and belief. • Pupils are beginning to ask good questions about their own and others’ experiences. • Pupils can retell religious stories. • Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. • Pupils are recognising their own values and the values of others. • Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. • Pupils can identify different ways in which religion is expressed noticing similarities in religion. • Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. • Pupils can identify different ways in which religion is expressed noticing similarities in religion. • Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. 	<ul style="list-style-type: none"> • Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. • Pupils are beginning to identify the impact of religion on believers’ lives. • Pupils ask ultimate questions and can express their own and others’ views. • Pupils can describe forms of religious expression. • Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. • Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour. • Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. • Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. • Pupils can describe the impact of religion of people’s lives. • Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them. • Pupils can recognise similarities and differences within and between religions and make links between them. • Pupils can make links between sacred texts/stories and beliefs. • Pupils can suggest possible reasons for distinctive beliefs within and between religions. • Pupils can make links between sacred texts/stories and beliefs. • Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. • Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. • Pupils can explain how religious texts are used to answer the big questions in life. • Pupils can describe why people belong to religions and the challenges they face.