



RE End Points

<p>INTENT</p>	<p>We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold. ‘The outcome of Religious Education is religiously literate young people who have the 3 knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.’</p>		
<p>PUPILS ARE ENABLED TO...</p>	<ul style="list-style-type: none"> • to develop a knowledge an understanding of Catholic faith and life • to develop knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose • to develop the skills required to engage in examination of and reflection upon religious belief and practice 		
<p>EYFS</p>	<p>Key Stage 1</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>AT1:</p> <ul style="list-style-type: none"> • The pupil is able to recognise some key elements of religious stories and the people in them and to make links between them and our actions • Children are also beginning to recognise many religious signs and symbols and use some religious words and phrases: ‘Sign of the cross... and with your spirit... Our Father.’ • The children are able to recognise that people act in a certain way because of their religion and to give reasons why <p>AT2:</p>	<p>AT1:</p> <ul style="list-style-type: none"> • The pupil is able to retell accurately many key elements from within the old and New testament using their own words about special people, places and events and to make links between them and our beliefs • The pupils is able to describe many religious signs, symbols and actions used in prayer and liturgy using appropriate religious words and phrases • The pupil is able to describe and give many examples of ways that people with religious beliefs live out their lives and give reasons why 	<p>AT1:</p> <ul style="list-style-type: none"> • The pupil can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs • Describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these • Describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions 	<p>AT1:</p> <ul style="list-style-type: none"> • The pupil can securely make links between most religious stories and people and people they have shared/learnt about and beliefs and describe them to show understanding • Use a developing religious vocabulary to give religious reasons for most religious actions and symbols within different liturgies. • Give religious reasons for most actions by believers and to show how they shape believers’ lives <p>AT2:</p> <ul style="list-style-type: none"> • The child can make many links to show how feelings and beliefs affect their behaviour and that of others and to show how own and others’ decisions are informed by beliefs and values • Compare most of their own and



RE End Points

<ul style="list-style-type: none"> The child is able to talk about many of the things that they have done and how these made them feel. The children can also reflect upon some things they wonder about and talk about these. The children are beginning to understand how to live out Gospel teachings in their daily life <p>AT3:</p> <ul style="list-style-type: none"> The child can listen to a point of view Wonder and talk about some prayers and hymn 	<p>AT2:</p> <ul style="list-style-type: none"> The child is able to answer some questions about how certain experiences made them and others feel and to say why. The pupil can ask somebody why they are wondering about something. They can say what they wonder about God and Jesus <p>AT3:</p> <ul style="list-style-type: none"> The child can listen to and respond to others' point of Ask and respond to questions about sources 	<p>AT2:</p> <ul style="list-style-type: none"> The child can share with and question others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others' behaviours are influenced by what they feel or believe. Speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers and can also compare some of their own and other people's ideas about such questions. <p>AT3:</p> <ul style="list-style-type: none"> The pupil can express a point of view and begin to give reasons for it Make a link to a source that supports a point of view Begin to express a preference 	<p>other people's ideas about questions that are difficult to answer. The child engages in discussion about questions of life, in light of religious teaching</p> <p>AT3:</p> <ul style="list-style-type: none"> The pupil can express a point of view and begin to give reasons for it Make a link to a source that supports a point of view Begin to arrive at judgements
---	--	--	--