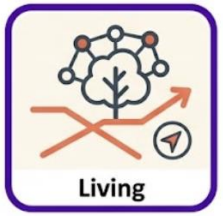
RE – End Points

End points are **not a list of everything you teach**.

They represent the **key knowledge and skills we expect pupils to retain** — the things that really "stick" as children progress through the curriculum.

This progression document captures what pupils understand,and what they can do independently . It aligns with our icons, lesson structure, substantive knowledge, curriculum intent and progression model.

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Strand | By the end of Reception, pupils can | By the end of Year 1, pupils can: | By the end of Year 2, pupils can: | By the end of Year 3, pupils can: | By the end of Year 4, pupils can: | By the end of Year 5, pupils can: | By the end of Year 6, pupils can: |
|  | Talk about people, places and stories that are special to them and recognise that different people believe different things. | Retell simple stories from Christianity and another religion and identify what believers learn from them. | Describe key beliefs and stories from Christianity and Judaism and begin to explain what they mean. | Explain beliefs and teachings from Christianity, Hinduism and Judaism using appropriate vocabulary. | Compare beliefs across Christianity, Hinduism and Islam, explaining similarities and differences. | Explain and compare beliefs from a range of religions and worldviews and how they influence believers. | Analyse and evaluate beliefs and worldviews, making links between theology and lived religion. |
|  | Talk about celebrations, symbols and special places they know. | Recognise how Christians and others express beliefs through symbols, worship and festivals. | Describe how beliefs are expressed through worship, prayer, festivals and artefacts. | Explain how religious practices express beliefs and identity. | Compare how different faiths express commitment through worship and festivals. | Explain how religious expression varies within and between faiths. | Evaluate the significance of religious expression for individuals and communities. |

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|  | Show kindness and respect to others. | Recognise how religious beliefs influence the way people live. | Describe how beliefs influence choices, values and belonging. | Explain how faith influences daily life and moral decisions. | Compare how beliefs affect the lives of individuals and communities. | Discuss ethical questions using ideas from religions and worldviews. | Evaluate different responses to moral and ethical issues, justifying their own views. |
|  | Talk about their own experiences and ask questions. | Ask simple questions about religion and share their own ideas. | Make links between religious ideas and their own experiences. | Reflect on beliefs and values, expressing thoughtful responses. | Discuss challenging questions respectfully, considering different viewpoints. | Explain their own views using evidence from religions studied. | Critically evaluate different viewpoints, supporting opinions with reasoned arguments. |
|  | Recognise that people belong to different religions and worldviews. | Name Christianity and Judaism and identify key features. | Recall key beliefs, practices and vocabulary from religions studied. | Use accurate religious vocabulary to explain beliefs and practices. | Make links across religions, identifying similarities and differences. | Demonstrate secure knowledge across religions and worldviews studied. | Synthesise knowledge across religions to explain patterns, diversity and influence. |
|  | Notice similarities and differences. | Identify similarities and differences between religions. | Use evidence from stories and sources to answer questions. | Use religious sources and evidence to support explanations. | Interpret religious texts and sources, recognising different meanings. | Evaluate different interpretations of religious sources. | Analyse and evaluate religious and non-religious worldviews using evidence. |