



## Stocksbridge Junior School Religious Education Concepts & End Points

*"It is the mark of an educated mind to be able to understand a thought without accepting it."*  
**Aristotle**

### SJS Religious Education Concepts

<b>Concept 1: Understanding Beliefs and Teachings</b>	<b>This concept involves understanding the key teachings of various religions.</b> Pupils will present key teachings and beliefs of a religion, explain how these can shape lives and develop an increasing awareness of shared teachings and beliefs between religions.
<b>Concept 2: Understanding Practices and Lifestyles</b>	<b>This concept involves understanding the day-to-day lives and practices of various religions.</b> Pupils will identify religious artefacts and buildings, explaining how they are used. They will explain, compare and contrast the practices and lifestyles involved in belonging to a faith community.
<b>Concept 3: Understanding how Beliefs are Conveyed</b>	<b>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</b> Pupils will identify religious symbolism in literature and the arts and explain some of the different ways that individuals show their beliefs.
<b>Concept 4: Reflection</b>	<b>This concept involves an appreciation of how religion plays an important role in the lives of some people.</b> Pupils will show an understanding that personal experiences and feelings influence attitudes and actions. They will recognise and express feelings about their own identities and ask and answer questions that have no universally agreed answers, explaining why answers may differ.
<b>Concept 5: Understanding Values and Ethics</b>	<b>This concept involves an appreciation of how many people place values as an important aspect of their lives.</b> Pupils will explain how beliefs about right and wrong and values held by a community can differ and how they can affect people's behaviour, discuss and give opinions on stories involving moral dilemmas and express their own values whilst remaining respectful of those with different values

## End Points in Learning in the Religious Education Curriculum

	Year 3 End Points	Year 4 End Points
<b>Gaining knowledge and understanding about religions and world views:</b>	<b>By the end of LKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>Recall facts about the religions and beliefs they have studied.</li> <li>Select facts that are the most significant to the enquiry and start to explain their relevance and importance.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe some of the ways Hindus celebrate Divali.</li> <li>Begin to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</li> <li>Explain Christian viewpoints about Jesus' healing miracles.</li> <li>Discuss why Christians believe Jesus' death is important.</li> <li>Describe what a Hindu believes about Brahman and begin to make links with how Hindus may choose to live their lives.</li> <li>Gather knowledge and develop an understanding of a Hindu pilgrimage to the River Ganges and describe possible motives to make a spiritual journey.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the lives of some inspirational spiritual leaders from the modern world, understanding why they could be a source of wisdom for religious believers.</li> <li>Describe what a Christian may learn about Jesus from different Christmas symbols.</li> <li>Understand that Hindus may show their commitment to God in different ways and that some practices may be more significant to some Hindus than others.</li> <li>Describe what a Christian may learn about forgiveness from biblical stories.</li> <li>Describe ways Christians use churches to worship and celebrate.</li> <li>Describe some of the things that are important to Humanists and how this may affect their lives.</li> </ul>
<b>Reflecting, expressing and communicating their personal resonance:</b>	<b>By the end of LKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>Discuss concepts and beliefs and start to relate this to the people they are studying.</li> <li>Begin to express their own opinions and start to support them with rationale.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe ways in which they could demonstrate that they belong to a special group, and explain how doing these things brings a sense of belonging.</li> <li>Explain what Christmas means to Christians and to themselves.</li> <li>Discuss some of the things in the world that people think of as miracles and consider alternative interpretations.</li> <li>Suggest how a person may rescue or help others who are in a difficult situation.</li> <li>Explain some of the different roles they play whilst still 'being me'.</li> <li>Empathise with feelings of belonging that a Hindu might experience on a spiritual journey.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about inspiration.</li> <li>Design a symbolic object to show the significance of Christmas or the Christmas holiday to themselves.</li> <li>Express why showing commitment to something may be a good thing.</li> <li>Give their opinion as to why showing forgiveness may be important.</li> <li>Reflect on a range of special places and identify why they have an impact on themselves and their actions.</li> <li>Express what empathy means and demonstrate their empathy for others.</li> </ul>
<b>Gaining and deploying the</b>	<b>By the end of LKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>Apply their knowledge of the enquiry question and give an answer supported by one or more facts.</li> </ul>	

<b>skills of evaluation and critical thinking:</b>	<ul style="list-style-type: none"> <li>• Give reasons why Divali might bring a sense of belonging to Hindus and non-Hindus.</li> <li>• Recognise that Christmas means different things to different people.</li> <li>• Discuss whether they believe Jesus actually healed people or not.</li> <li>• Reflect on whether they agree with Christian beliefs about Jesus' death.</li> <li>• Recognise what they think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</li> <li>• Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.</li> <li>• Ask questions about what Christmas means to Christians and compare this with what it means to them.</li> <li>• Express why they think Hindus may choose different ways to show their commitment to God.</li> <li>• Show an understanding of how Christians believe God can help them show forgiveness.</li> <li>• Understand the impact a Christian's special place may have.</li> <li>• Draw on similarities between their way of showing empathy and some of the possible actions of Humanists.</li> </ul>
	<b>Year 5 End Points</b>	<b>Year 6 End Points</b>
<b>Gaining knowledge and understanding about religions and world views:</b>	<b>By the end of UKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Recall facts about religions and explain differences in practice and interpretation within and between religions and belief systems.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Describe some of the attributes of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah.</li> <li>• Identify different sources of the Christmas story and explain the meaning of Christmas to Christians.</li> <li>• Discuss events in the life of the Prophet Muhammad and identify what might be the most important parts of his life to a Muslim.</li> <li>• Say how some events in Holy Week tell Christians about Jesus' purpose and destiny.</li> <li>• Describe how different practices enable Christians to show their commitment to God and understand that some of these practices will be more significant to some Christians than others.</li> <li>• Describe how different practices enable Muslims to show their commitment to God and understand that some of these practices will be more significant to some Muslims than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of beliefs about communities on people from different religions and connect viewpoints about whether our communities can be more harmonious to teachings from religious sacred texts.</li> <li>• Explain how Christians may use Christmas celebrations and traditions to remind themselves of Jesus' birth and life.</li> <li>• Make links between different Christian beliefs and their views on whether anything is ever eternal.</li> <li>• Explain a range of arguments to suggest Christianity is a strong religion today and give the opposing arguments.</li> <li>• Explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> <li>• Explain different Muslim interpretations of Jihad and explore justifications for these.</li> </ul>
<b>Reflecting, expressing and communicating their personal resonance:</b>	<b>By the end of UKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Explain how the concepts and beliefs studied resonates in their own lives.</li> <li>• Develop an appreciation that personal resonance may be different for others because of their religion and beliefs.</li> <li>• Express their own thoughts having reflected on them in relation to other people's.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Discuss the respect they feel for others and how that might be evident in the way they treat people.</li> <li>• Explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</li> <li>• Discuss special people in their own life and show how they may have influenced their own actions or behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what matters about peace, respect and harmony to themselves and in our community.</li> <li>• Explain how some of the ways we choose to celebrate can be directly linked to the event being celebrated, and how other ways are not.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give an example of someone with a strong sense of purpose for their life and give their opinions on this.</li> <li>• Show an understanding of why people show commitment in different ways.</li> <li>• Explain why one way of showing commitment may not be better than another.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference it would make to them to know that something was eternal.</li> <li>• Explain how the influence people have had on them has affected what they view as important.</li> <li>• Explain how beliefs about right and wrong, actions and consequences make a difference to their choices.</li> <li>• Give examples of times when they have interpreted things in different ways.</li> </ul>
<b>Gaining and deploying the skills of evaluation and critical thinking:</b>	<b>By the end of UKS2, pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Weigh up evidence and different arguments relevant to the enquiry questions studied.</li> <li>• Express their answers to enquiry questions with supporting evidence and rationale.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Start to see similarities between their own ways of showing respect and some of the ways Muslims may show respect for Allah.</li> <li>• Express their opinion on whether the Christmas story is true and what this might mean to Christians.</li> <li>• Explain with reasoning which facts a Muslim may consider more important.</li> <li>• Express their opinion about Jesus' crucifixion being his destiny.</li> <li>• Explain why they think some ways of showing commitment to God would be better than others.</li> <li>• Explain that individuals choose to show different degrees of commitment to their religion and relate this to commitments in their own life.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider varied answers to questions about building peaceful families and communities and discuss and apply ideas of tolerance and respect to some tensions or problems in community relations.</li> <li>• Explain that people may celebrate Christmas in different ways and say whether or not they feel this relates to Jesus.</li> <li>• Reflect, with reasoning, on their own beliefs about whether anything is eternal.</li> <li>• Consider whether they think Christianity is a strong religion now.</li> <li>• Ask questions about life after death and explore how what they believe might influence their own lives.</li> <li>• Explore their own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</li> </ul>

**At Stocksbridge Junior School, every child is a religious scholar!**