

## STATUTORY End of Key Stage Expectations - Key Stage 1/2

| With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview | With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews       |
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| <p><i>At the end of Key Stage 1, pupils should be able to</i></p>   | <p><i>At the end of Key Stage 2, pupils should be able to</i></p>  |
| <p>retell and suggest meanings for some religious and moral stories and say how they influence people today</p>   | <p>describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today</p>                                     |
| <p>recall different beliefs and practices, naming key words, key figures and core beliefs</p>   | <p>express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</p>   |
| <p>tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group</p>                                   | <p>demonstrate understanding of how people express their identity and their spirituality through symbols and actions</p>   |
| <p>talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences</p>           | <p>show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable</p>                                     |
| <p>consider and make responses to big questions from different worldviews</p>   | <p>offer some answers to challenging questions from different religious and non-religious perspectives</p>   |
| <p>express ideas and opinions about moral questions of right and wrong</p>  | <p>articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair</p>        |
| <p>share ideas and examples of co-operation between people who are different</p>  | <p>consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</p> |
| <p>describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them</p>  | <p>make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</p>  |