

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

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