

Expectations for RE at the end of the school year ~ EYFS

- These end of year expectations are derived from the Suffolk Agreed Syllabus for RE which uses two attainment targets and six strands to promote a broad and balanced RE. Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year.
- The Emmanuel Project flash-drive also provides a set of quick quizzes, based on Bloom's Taxonomy, for each unit, and hexagons based on SOLO Taxonomy for KS1 and KS2 (EYFS teachers can use the key vocabulary in their units to help construct similar hexagons). Any of these can be used to show if pupils are working towards, at, or beyond expectations. Other assessment ideas may be suggested in the EVALUATE section of a unit.
- As RE is a statutory requirement for Reception children in addition to Early Learning Goals, RE syllabuses contain programmes of study and assessment guidance for this year group. **Schools must decide what evidence of pupils' progress in RE they need and action this with staff.**
- ***Emmanuel Project units can accommodate the expectations of most RE syllabuses / programmes.***

In the Emmanuel Project, each EYFS unit includes end of year expectations for both Reception and Y1 as many small schools combine the year groups. The grid below is the generic one from which the examples in each unit are built and this is followed by the grids from all six EYFS units so they can be seen easily in one place.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	Ra I can remember something that happens in a faith story	Rb I can recognise something a person is doing because of their religion e.g. praying	Rc I can recognise an object, picture or word that is important to a religious person	Rd I can talk about things that happen to me	Re I can talk about something interesting in a story or in the world around me	Rf I can talk about what is important or special to me
Y1	1a I can remember a faith story and know who it is special to	1b I can use the right words to talk about something a person does in their religion	1c I can suggest why a particular artefact, text or picture is important to a religious person	1d I can talk about things that happen in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including a religious story	1f I can talk about something which is important for me and why

EYFS – Why is the word 'God' so important to Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that Christians use God's name with care because God is their Creator	Rc I can recognize that the word 'God' is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP
Y1	1a I can remember Jesus' parable of the Precious Pearl and know it is special to Christians	1b I can use the right words to talk about how Christians praise God as the Creator at a church Harvest festival	1c I can suggest why Christians believe 'hallowed be thy name' are important words <i>or the same line from a modern Lord's Prayer</i>	1d I can talk about when I have heard the word 'God' used in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including the Creation story	1f I can talk about something I have which is important to me and why

EYFS – Why do Christians perform nativity plays at Christmas?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	Rb I can recognise something a family is doing at Christmas because they are Christians	Rc I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	Rd I can talk about things that happen to me e.g. places I go at the weekend	Re I can talk about something interesting in a story about Jesus as an adult	Rf I can talk about a person who is important or special to me
Y1	1a I can remember the nativity story and know it is special to Christians	1b I can use words like church, carol, nativity, to talk about something a Christian does at Christmas	1c I can suggest why a nativity / crib set is important for a Christian family	1d I can talk about things that have happened to me, my class or my family at Christmas	1e I can ask why people tell stories, and what I learn from them, including the Christmas stories	1f I can talk about an object which reminds me of a story and why it is important for me

EYFS – How can we help others when they need it?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember how the traveller in the Good Samaritan story was saved or rescued	Rb I can recognise some images of a Christian praying and identify this as part of their religion	Rc I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	Rd I can talk about things that happened when I needed help, or how I helped someone	aRe I can talk about something interesting in a story where someone needed help	Rf I can talk about someone who is special because they help me when I need help
Y1	1a I can remember Jesus' story of the Good Samaritan and know it is special to Christians	1b I can use 'pray' and 'prayer' correctly to talk about Christians asking for God's help	1c I can suggest how lighting a candle in church is an important symbol for some Christians	1d I can talk about what happened when I helped or rescued someone in my family, my class, or my religion	1e I can ask why people tell stories about helping, like Jesus' parable of the Good Samaritan, and what I learn from them	1f I can talk about how helping others is important to me and why people might need help

EYFS – Why do Christians put a cross in an Easter garden?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Christian story of Easter	Rb I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	Rc I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rd I can talk about things that happen to me e.g. going somewhere special, doing things with my family	Re I can talk about something interesting in a story e.g. that makes me ask a question	Rf I can talk about what is important or special to me e.g. a favourite story, food or a souvenir
Y1	1a I can remember parts of the Easter story, and know it is special to Christians	1b I can use the right words to talk about how a Christian celebrates Easter at church e.g. Bible, Alleluia, songs	1c I can suggest why a cross in an Easter garden is an important reminder to a Christian	1d I can talk about some things happening which surprised or amazed my family, my class or people in my religion	1e I can ask why a story is told, and what I learn from it, including the stories of Easter	1f I can talk about whether being forgiven and having a new start is important for me and why

EYFS – What makes every single person unique and precious?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the story of Jesus welcoming the children	Rb I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	Rc I can recognise why a 'thank you' song to God is important to a Christian	Rd I can talk about something that happens to me now that didn't happen when I was little	Re I can talk about something interesting in the story of Jesus getting lost	Rf I can talk about what I think is special (or unique) about me
Y1	1a I can remember a a story Jesus told e.g. the Lost Coin, and know it is special to Christians	1b I can use the right words to talk about a Thanksgiving service for a baby e.g. Christian, church, welcome, vicar	1c I can suggest why Christians might think stories and words from the Bible are important e.g. the Golden Rule	1d I can talk about times when people in my family or my class have been 'lost and found'	1e I can ask why a story is told, and what I learn from it, including the story of the Lost Coin	1f I can talk about something which is really precious to me and say why

EYFS – How can we care for our wonderful world?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember the different things created by God in the Bible story of Creation	Rb I can recognize something a Christian does because they believe God wants them to care for the world	Rc I can recognise why a song / prayer about God's world is important to Christians	Rd I can talk about when I have looked after or cared for someone or something myself	Re I can talk about something interesting or wonderful in the Creation story or in the world around me	Rf I can talk about what I think is special or wonderful in the natural world
Y1	1a I can remember the story of the naming of the animals and know it is special to Christians	1b I can use the right (e.g. God, Christian, church, creator) to talk about a service for Animal Welfare Sunday	1c I can suggest why a Bible text (Creation story or Psalm 104 v.24) helps a Christian care for the world	1d I can talk about how my family, my class or people in my religion, have tried to care for our world	1e I can ask why a story is told, including the story of Adam naming the animals, and what I learn from it	1f I can talk about what I think is my responsibility to look after in the world and why