



## Religious Education - End of Year N - Expected Standard

Name:						
AT	Skill area	Age 3 – 4 Religious stories, key figures and worship they have experienced.	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments. (Topics 1,4,7)</li> <li>Sing songs, make music and dance to express religious stories. (Topics 1,4,7)</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. (Topics 1,4,7)</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. (Topics 1,4,7)</li> <li>Share religious stories they have heard with others. (Topics 1,4,7)</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs. (Topics 3,6,9)</li> <li>Listen and talk about key figures in the history of the People of God. (Topics 1,4,7)</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community. (Topics 1,4,7)</li> <li>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. (Topics 2,5,8)</li> </ul>				
	Making Links and Connections					
	Historical Development					
	Religious and Specialist Vocab	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>				
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>				
AT 3	Use of Sources as Evidence					
	Construct Arguments					
	Make Judgements					
	Recognise Diversity					
	Analyse and Deconstruct					

End of Year:                      **Emerging**                      **Expected**                      **Exceeding**                      (Please circle final overall judgement)



## Religious Education - End of Year R - Expected Standard

Name: _____						
AT	Skill area	Age 4 – 5 Religious stories, key figures and worship they have experienced	End of Advent Term	End of Lent Term	End of Pentecost Term	
AT 1	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Listen to and talk about religious stories and respond to what they hear with relevant comments. (Topics 1,4,7)</li> <li>Sing songs, make music and dance to express religious stories. (Topics 1,4,7)</li> <li>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. (Topics 1,4,7)</li> <li>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. (Topics 1,4,7)</li> <li>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. (Topics 1,4,7)</li> <li>Read and understand simple sentences from scripture or from their own religious stories (Topics 1,4,7)</li> <li>Share religious stories they have heard and read with others. (Topics 1,4,7)</li> <li>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. (Topics 1,4,7)</li> <li>Write simple sentences about religious stories using phrases or words which can be read by themselves and others. (Topics 1,4,7)</li> <li>Listen, talk about and role play how people act in a particular way because of their beliefs. (Topics 3,6,9)</li> <li>Listen and talk about key figures in the history of the People of God. (1,4,7)</li> <li>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. (Topics 1,4,7)</li> <li>Listen, talk about and role play how people behave in the local, national and universal church community. (Topics 1,4,7)</li> <li>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. (Topics 2,5,8)</li> </ul>				
	Making Links and Connections					
	Historical Development					
	Religious and Specialist Vocab	<ul style="list-style-type: none"> <li>Decode key religious words appropriate to their age and stage of development.</li> <li>Use key religious words appropriate to their age and stage of development.</li> </ul>				
AT 2	Meaning and Purpose	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</li> </ul>				
	Beliefs and Values	<ul style="list-style-type: none"> <li>Show sensitivity to others' needs and feelings.</li> <li>Talk about how they and others show feelings.</li> <li>Confidently speak in a familiar group and talk about their ideas.</li> <li>Express themselves effectively, showing awareness of listeners' needs.</li> <li>Give their attention to what others say and respond appropriately.</li> <li>Talk about their own and others' behaviour and its consequences.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</li> </ul>				
AT 3	Use of Sources as Evidence					
	Construct Arguments					
	Make Judgements					
	Recognise Diversity					
	Analyse and Deconstruct					

**End of Year:**                     
 **Emerging**                     
 **Expected**                     
 **Exceeding**                     
 (Please circle final overall judgement)