

**Early Years Foundation Stage**

**Personal, social and emotional development: self-confidence and self-awareness**

**Early Learning Goal**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Development Matter age	Notation used	A Unique Child
22- 35 Months	D4 a	Separates from main carer with support and encouragement from a familiar adult.
	D4 (b).	Expresses own preferences and interests
	30-50 months	D4 (c)
D4 (d)		Welcomes and values praise for what they have done.
D5 (a).		Enjoys responsibility of carrying out small tasks
D5 (b)		Is more outgoing towards unfamiliar people and more confident in new social situations.
D5 (c)		Confident to talk to other children when playing, and will communicate freely about own home and community.
D5 (d)	Shows confidence in asking adults for help.	
40-60 months	D5 (e)	Confident to speak to others about own needs, wants, interests and opinions.
	D6 (a)	Can describe self in positive terms and talk about abilities.

### Exceeding ELG

Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

### Understanding the World: People and Communities

#### Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Development Matters Age	Notation used	A Unique Child...
22 – 36 Months	D4 (a)	Has a sense of own immediate family and relations.
	D4 (b)	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
30 – 50 Months	D4 (c)	Beginning to have their own friends
	D4 (d)	Learns that they have similarities and differences that connect them to, and distinguish them from, others.
	D5 (a)	Shows interest in the lives of people who are familiar to them.
	D5 (b)	Remembers and talks about significant events in their own experience.
	D5 (c).	Recognises and describes special times or events for family or friends
	D5 (d)	Shows interest in different occupations and ways of life
40 – 60 Months	D5 (e)	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
	D6 (a)	Enjoys joining in with family customs and routines

### Exceeding the Early Learning Goal

Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

### Understanding the World: The World

#### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Development Matters Age	Notation used	A Unique Child
22-36 months	D4 (a)	Enjoys playing with small-world models such as a farm, a garage, or a train track.
	D4 (b).	Notices detailed features of objects in their environment
30-50 months	D5 (a)	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
	D5 (b)	Can talk about some of the things they have observed such as plants, animals, natural and found objects.
	D5 (c)	Talks about why things happen and how things work.
	D5 (d)	Developing an understanding of growth, decay and changes over time.
	D5 (e)	Shows care and concern for living things and the environment.

40-60 months	D5 (e)	Looks closely at similarities, differences, patterns and change	
<b>Exceeding the Early Learning Goal</b>			
Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.			
<b>Key Stage 1</b>			
<b>Personal resonance and reflections</b>	<b>Year 1</b>	<b>Year 2</b>	
<ul style="list-style-type: none"> <li>• The concept / belief underlying the subject matter of the enquiry.</li> <li>• Child's own thoughts, opinions, belief, empathy.</li> </ul>	<p>I can say how it felt to make something.</p> <p>I can talk about a gift that is special to me</p> <p>I can talk about my friends and why I like them.</p> <p>I can talk about a person I admire.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can say how it feels to say sorry and what I have said sorry for</p>	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say how I could help solve a problem by showing love.</p> <p>I can talk about why I do as some people ask but not others.</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can explain why agreements are important and why they should be kept. <b>OR</b></p> <p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. <b>OR</b> I can tell you about a special journey and why it was special to me.</p>	
<b>End of KS1 expectations</b>			
I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world.			

I can verbalise and / or express my own thoughts		
Knowledge and Understanding	Year 1	Year 2
<ul style="list-style-type: none"> <li>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</li> </ul>	<p>I can remember the Christian Creation story and talk about it.</p> <p>I can remember some of the Christmas story.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p>	<p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. <b>OR</b> I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. <b>OR</b> I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about one of the ways Jews show commitment to God. <b>OR</b> I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p>
<b>End of KS1 expectations</b>		
I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.		
Evaluation	Year 1	Year 2
<ul style="list-style-type: none"> <li>Skills of evaluation and critical thinking in relation to the big enquiry question.</li> </ul>	<p>I can express an opinion about the Christian belief about creation.</p> <p>I can suggest a gift I would give to Jesus.</p>	<p>I can say if I think Christians should be kind and give a reason.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p>

I can say how Jesus tried to be a good friend.

I can start to show understanding that Jesus is special to Christians and say why.

I can start to make a connection between being Jewish and decisions about behaviour.

I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. **OR** I can start to think through how praying 5 times a day might help in some ways more than others.

I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.

I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. **OR** I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

I can talk about a way that Jews show commitment to God and say why this might be important. **OR** I can start to think about the significance of Hajj to a Muslim.

**End of KS1 expectations**

I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.

**Key Stage 2**

Personal resonance and reflection	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>The concept / belief underlying the subject matter of the enquiry.</li> </ul> <p>Child's own thoughts, opinions, belief, empathy.</p>	<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. <b>OR</b> I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can suggest how a person may rescue/help others who are in difficult situations.</p>	<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. <b>OR</b> I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. <b>OR</b> I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. <b>OR</b> I can describe one of my 'good'</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities. <b>OR</b> I can show an understanding of why people show commitment in different ways.</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can explain how some stories can teach people about what is important and how to behave. <b>OR</b> I can describe some of the characteristics that make me me even when I am playing different roles.</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do. <b>OR</b> I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p>

	<p>I can explain some of the different roles I play whilst still being me. OR I can discuss why it is important to share even though it is not always easy.</p> <p>I can explain why water is important.</p> <p>I can explain why water is important.</p>	<p>choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can explain some of the feelings my special place gives me and suggest why that is.</p>	<p>I can show an understanding of why people show commitment in different ways. OR I can start to express my own views about life after death.</p> <p>I can show an understanding of why people show commitment in different ways.</p>	<p>I can give examples of times when I misinterpreted something.</p>
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**}End of KS2 expectaions**

„I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs.

I can express my own thoughts etc having reflected on them in relation to other people’s.

Knowledge and understanding	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</li> </ul>	<p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. OR I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.</p>	<p>I can start to explain what makes Jewish people believe they have a special relationship with God. OR I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn’t work for him.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p>	<p>I can make links between how Sikhs practise their religion and the beliefs that underpin this. OR I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can start to explain the Christian belief that</p>	<p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can make links between the Virgin Birth and Christian beliefs about Jesus</p>



	<p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. <b>OR</b> I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p>	<p>I can describe some of the things Jews do to show respect to God. <b>OR</b> I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. <b>OR</b> I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p>	<p>Jesus was the Incarnation of God.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. <b>OR</b> I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives (assessed through Activity Sheet 2).</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. <b>OR</b> I can</p>	<p>(Incarnation). <b>OR</b> I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can explain two different Muslim interpretations of Jihad.</p>
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	I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.		<p>compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	
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**End of KS2 expectations**

I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

Evaluation	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Skills of evaluation and critical thinking in relation to the big enquiry question.</li> </ul>	<p>I can start to say why Divali might bring a sense of belonging to Hindus. <b>OR</b> I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p>	<p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. <b>OR</b> I can begin to show an understanding of what being happy means to Buddhists.</p>	<p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. <b>OR</b> I can express why I think Hindus might choose different</p>	<p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>I can start to consider my own response to the Christian</p>

	<p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus <b>OR</b> I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>	<p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can start to identify how it would feel to keep Kashrut. <b>OR</b> I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons <b>OR</b> I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>	<p>ways to show commitment to God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. <b>OR</b> I can express my understanding of how Brahman can/cannot be in everything.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God. <b>OR</b> I can express my own views about Hindu beliefs and whether they make sense to me or not.</p> <p>I can explain why I think some ways of showing commitment</p>	<p>belief in the Virgin birth, showing respect to Christian views. <b>OR</b> I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
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			to God would be better than others for Christians	
<b>End of KS2 expectaions</b>				
I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.				



