

Age related expectations by year group, linked to the Programme of study

Statutory expected learning outcomes for the end of each key stage are taken from Hertfordshire Agreed Syllabus of Religious Education 2017-2022 - * See italics for suggested non-statutory exemplars for years 1.

Eight key areas of RE	End of EYFS - Reception	Year 1 * <i>italics for suggested non-statutory exemplars</i>	End of KS1 - Year 2
Beliefs and practices			
Age related expectations	Explore different ways of living, including beliefs and festivals	<i>Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them</i>	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them
Programme of study	Share their own beliefs, ideas and values PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour: Understanding of the World: people and communities	<i>Recall and name different beliefs and practises including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</i>	Recall and name different beliefs and practises including festivals, worship, rituals and ways of life in order to find out about the meanings behind them
Sources of wisdom			
Age related expectations	Listen and respond to religious stories	<i>Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins</i>	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come
Programme of study	Listen and respond to a range of stories that engage them including faith stories Communication and language: listening and attention, speaking; Understanding of the world: people and communication	Retell and suggest meanings to some sources of wisdom and stories faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come	Retell and suggest meanings to some sources of wisdom and stories faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come

Symbols and actions			
Age related expectations	Communicate about people, places and religious symbols and artefacts	<i>Give at least one example of a religious symbol or action and explain how it is used</i>	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities
Programme of study	Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. They should share their own experiences of places which are important to them. Understanding of the world: people and communities	Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities	Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities
Prayer, worship and reflection			
Age related expectations	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	<i>Talk about how and where some worshippers pray.</i> <i>Respond to periods of stillness and reflection</i>	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection
Programme of study	Learn about key figures in their lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness. Understanding of the world: people and communities.	<i>Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious group</i>	Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious group

Identity and belonging			
Age related expectations	Show awareness of things and people that matter to them and link this to learning in Religious Education	<i>Talk about things and people that matter to them and how people belong to groups including faith groups</i>	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why
Programme of study	Explore how people know that they belong to a family and other groups, including religious groups PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour	<i>Notice and talk about how groups express their identity and belonging: listen to and talk with people, including faith leaders who belong to a faith community, about how their commitment affects their lives</i>	Notice and talk about how groups express their identity and belonging: listen to and talk with people, including faith leaders who belong to a faith community, about how their commitment affects their lives
Ultimate questions			
Age related expectations	Use imagination and curiosity to develop their wonder of the world and ask questions about it	<i>Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it</i>	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions
Programme of study	Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that philosophically challenging and consider answers Understanding of the world: expressive arts and design: being imaginative	<i>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</i>	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media
Human responsibility and values			

Age related expectations	Explore how people show concern for each other and the world around them	<i>Respond to faith stories and examples of showing care and concern for humanity and the world</i>	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this
Programme of study	Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others Communication and language: speaking;	<i>Respond to stories and real life examples of how and why people show care and concern for humanity and the world</i>	Respond to stories and real life examples of how and why people show care and concern for humanity and the world
Justice and fairness			
Age related expectations	Understand what is right, wrong and fair	<i>Respond to moral stories and demonstrate what it means to be right and wrong just and fair</i>	Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair
Programme of study	Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others PSED: making relationships, managing feelings and behaviour	<i>Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</i>	Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others