

Assessment for age related expectations by year group:

Statutory expected learning outcomes for the end of each key stage are taken from Hertfordshire Agreed Syllabus for Religious Education 2017-2022 pages 18-22

Eight key areas of RE A Year	End of EYFS - Reception Taught through Christianity and religions and beliefs represented in the class, school or local community	Year 1 Taught through Christianity and Judaism	End of KS1 - Year 2 Taught through Christianity and Judaism	Year 3 Taught through Christianity and Sikhism	End of LKS2 - Year 4 Taught through Christianity and Sikhism
	Beliefs represented in the class, school or local community will also develop the learning within RE e.g. Jehovah Witness				
Beliefs and practices	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	<i>Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities</i>	Describe, make connections and reflect on some religious and non-religious world views studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities
		The wonder of nature, thankfulness for nature Harvest (Christianity), Sukkot (Judaism) Light Advent, Christingle (Christianity) Hannukah (Judaism)		Baptism, baby naming, weddings	
Sources of Wisdom	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	<i>Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers</i>	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers
		A first book of Jewish bible stories (Usbourne)		https://www.sikhnet.com/stories	
Symbols and Actions	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	<i>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities</i>	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities
		Searching for signs and symbols in everyday life of the faith.		Sharing food – The Langar, Kara Prashad Easter – sharing as symbolism	
Prayer, worship and reflection	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	<i>Talk about how and where some worshippers pray. 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	<i>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</i>	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections
		Special Places – where and how can reflections and prayers be made?		Special places, church, Gurdwara	
Identity and Belonging	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	<i>Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders</i>	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders
		Belonging and welcoming Christening (Christianity), Naming ceremonies (Judaism)		Rules for living	
Ultimate Questions	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	<i>Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer</i>	Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections
		Who is God? Why am I here?		How did the world begin? Is there a god? Lead by children	
Human responsibility and values	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	<i>Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities</i>	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility
		Stories of care and concern – Old Testament, New Testament		Looking after our world – creation, Noah’s ark,	
Justice and Fairness	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	<i>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair</i>	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
		Right and wrong		Moral stories	

Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus, in our case the Hertfordshire Agreed Syllabus 2017-2022. At Reed School we do not attempt to alter a child’s own beliefs but recognise the value in a syllabus that requires children to learn about religion and from religion. Children will be encouraged to reflect on their own beliefs and values whilst acknowledging that others may hold beliefs different to their own. RE has an important role to play in preparing pupils for adult life. It encourages pupils to develop their sense of identity and belonging. It enables them to develop individually, within their communities, as members of a diverse society and as global citizens.

The Hertfordshire Agreed Syllabus, as required by the Education Act 1996, reflects ‘the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching practices of the other principal religions represented in Great Britain’. RE will be taught in each class each term. It may focus around religious festivals or follow a theme such as ‘Special Books’. During their time in our school, children will learn about Christianity, Hinduism, Judaism, Islam and Sikhism.

Parents have the right to withdraw their child from Religious Education on the grounds of conscience and they should contact the Headteacher if they feel they would like to discuss this.