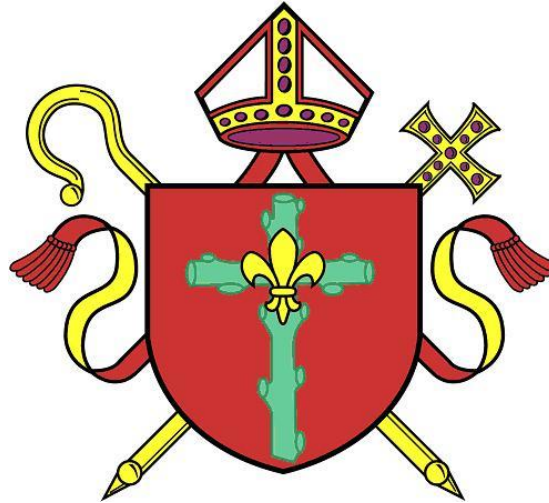


Nottingham Roman Catholic
Diocesan Education Service



Primary Religious Education- End of Year Expectations

July 2019

EYFS Expectations

Year Group	AT1	AT2
FS1 (30-50 months)	<ul style="list-style-type: none"> • The pupil is able to listen to religious stories with increasing attention and recall. (L) (i) • In relation to RE topics, they can recognise and describe special times or events for family and friends. (UTW) (ii) • They can capture religious experiences and respond by using a range of media. (EAD) (iii) 	<ul style="list-style-type: none"> • The pupil is aware of their own feelings and knows that some actions and words can hurt others. (PSED) (i) • They learn new religious vocabulary, reflecting the breadth of their experiences. (C&L) (ii)
End of FS2 (ELG)	<ul style="list-style-type: none"> • The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs. (C&L) (i) • They are also able to demonstrate understanding when talking with others about what they have read. (L) (ii) • They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. (EAD) (iii) 	<ul style="list-style-type: none"> • The pupil is able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (PSED)(i) • They can also know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW)(ii)

Key Stage I Expectations

Year Group	AT1	AT2	AT3
End of Year 1	<ul style="list-style-type: none"> The pupil is able to <i>recognise some elements of</i> religious stories and the people and events within. (i) They are also beginning to <i>recognise many</i> religious signs and symbols and use some religious words and phrases. (ii) They are able to <i>recognise</i> that people act in a particular way because of their religion. (iii) 	<ul style="list-style-type: none"> The pupil is able to talk about <i>many of</i> their own experiences and <i>how these made them feel.</i> (i) They can also reflect upon some things they wonder about <i>and speak about these.</i> (ii) 	<ul style="list-style-type: none"> Listen to a point of view. <u>Talk about</u> some sources (prayers and hymns).
End of Year 2	<ul style="list-style-type: none"> The pupil is able to <i>retell accurately many key elements from</i> stories within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to <i>describe many</i> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. <i>during Baptism – anointing with oil, white shawl, candle</i>) The pupil is able to <i>describe and give many</i> examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. <i>daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities</i>) 	<ul style="list-style-type: none"> The pupil is able to ask and answer <i>some</i> questions about how certain experiences make them and others feel <i>and say why they feel that way.</i> (i) The pupil can ask somebody why they are wondering about something. <i>They can also say what they wonder about God and Jesus.</i> (ii) 	<ul style="list-style-type: none"> Listen and <u>respond</u> to a point of view. <u>Ask and respond</u> to questions about sources (prayers, hymns and scripture stories).
Exceeding average expectation in Year 2	<ul style="list-style-type: none"> The pupil is able to retell accurately most key elements from stories within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to describe most religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. <i>during Baptism – anointing with oil, white shawl, candle</i>) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. <i>daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities</i>) 	<ul style="list-style-type: none"> The pupil is able to ask and answer many questions about <i>how certain experiences make them and others feel and say why they feel that way.</i> (i) The pupil can confidently ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. <i>They realise that some questions they wonder about are difficult to answer.</i> (ii) 	<ul style="list-style-type: none"> Listen and <u>respond</u> to many points of view. <u>Ask and respond</u> to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).

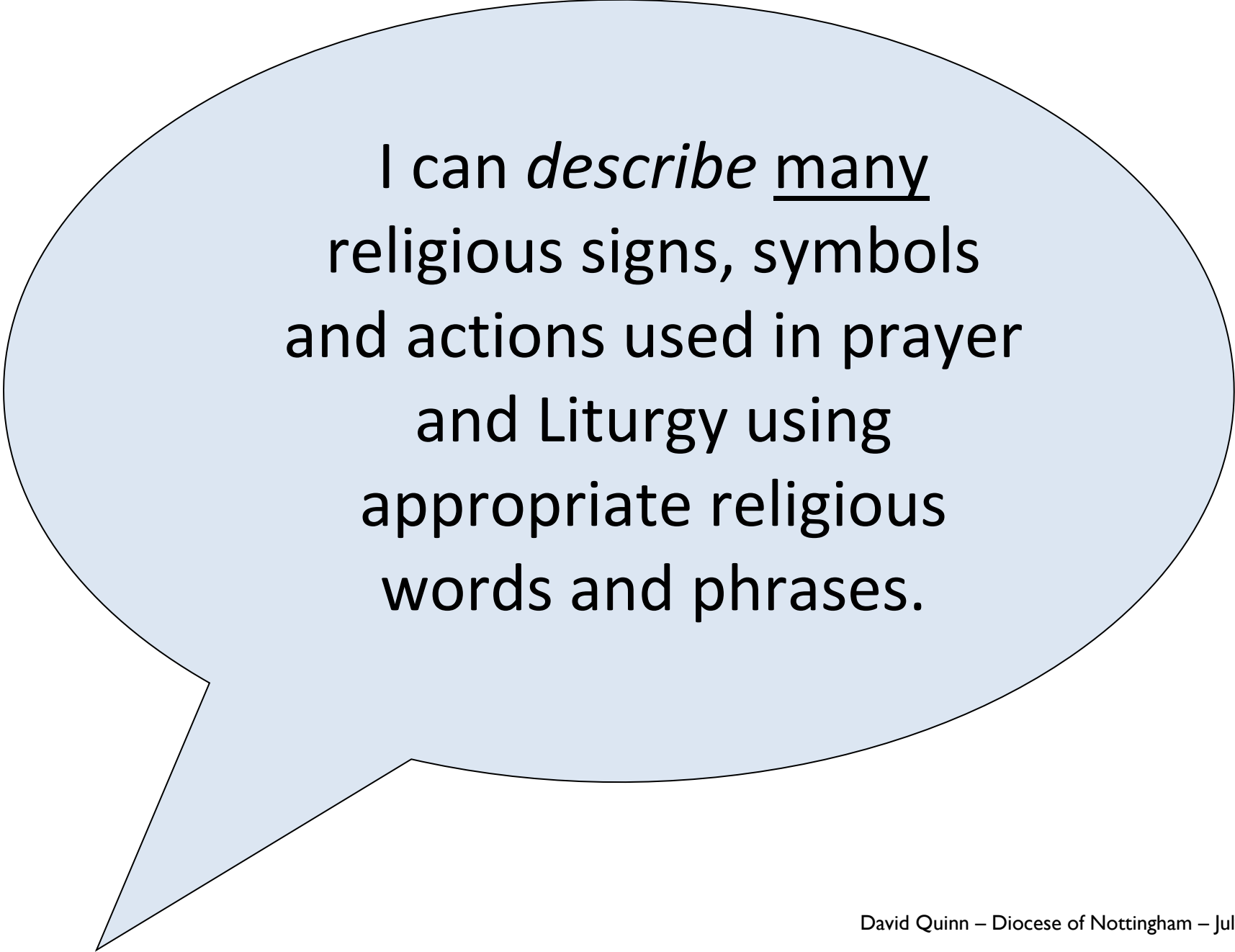
Lower Key Stage 2 Expectations

Year Group	AT1	AT2	AT3
End of Year 3	<ul style="list-style-type: none"> The pupil is able to use their own words to accurately <i>retell</i> stories about religious events and people and has begun to <i>link</i> some of these to religious beliefs. (i) They are also able to <i>describe</i> most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to <i>describe</i> and give examples of <u>many</u> ways that people with religious beliefs behave in their everyday lives and give <u>some</u> reasons for their actions. (iii) 	<ul style="list-style-type: none"> The pupil is able to share with and question others about the things that have happened to them and <i>talk about</i> how they have felt. They can also give <u>some</u> examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to <i>wonder</i>, knowing that some questions have no clear answers and they can also compare <u>some</u> of their own and other people's ideas about such questions. (ii) 	<ul style="list-style-type: none"> Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.
End of Year 4	<ul style="list-style-type: none"> The pupil can make links between <u>many</u> religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for <u>many</u> religious actions & symbols. (ii) Give religious reasons for <u>many</u> actions by believers. (iii) 	<ul style="list-style-type: none"> The pupil can make <u>some</u> links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to <i>compare</i> <u>most</u> of their own & other people's ideas about questions that are difficult to answer. (ii) 	<ul style="list-style-type: none"> Express a point of view and give some reasons for it. Make a link to some sources that support a point of view. Express a preference and give some reasons for it.

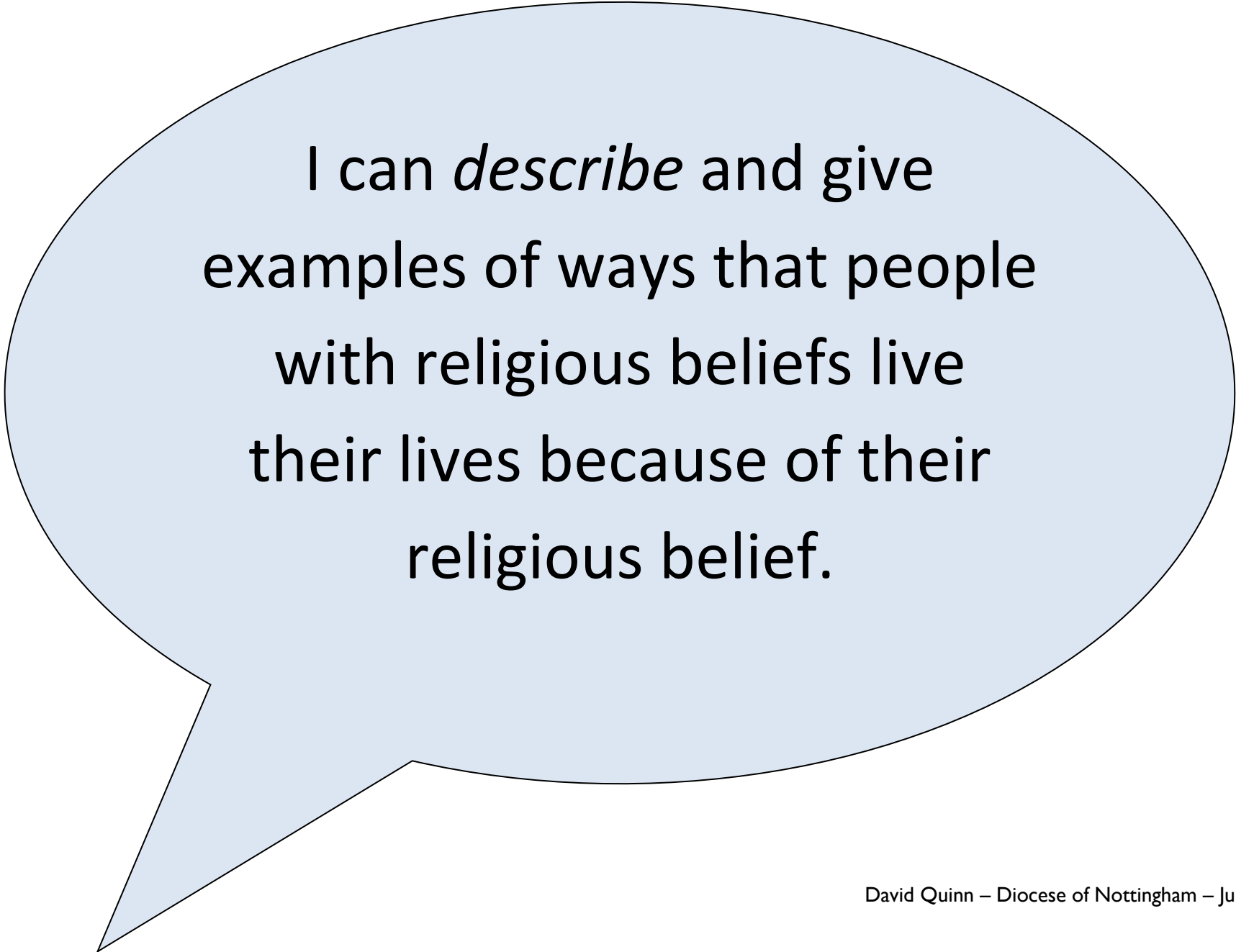
Upper Key Stage 2 Expectations

End of Year 5	<ul style="list-style-type: none"> The pupil can securely make links between <u>most</u> religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to <i>show understanding</i>. (i) The pupil can use a developing religious vocabulary to <i>give reasons</i> for <u>most</u> religious actions and symbols, within different liturgies. (ii) The pupil can <i>give religious reasons</i> for <u>most</u> actions by believers and <u>begin</u> to <i>show how</i> they shape believers' lives. (iii) 	<ul style="list-style-type: none"> The pupil can make <u>many links</u> to show how feelings & beliefs affect their behaviour & that of others and <u>begin</u> to <i>show how</i> own and others' decision are informed by beliefs and values. (i) The pupil is able to <i>compare most</i> of their own & other people's ideas about questions that are difficult to answer. The pupil <u>begins to</u> engage in discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.
End of Year 6	<ul style="list-style-type: none"> The pupil can <i>describe and show under-standing</i> of <u>some</u> religious sources beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of <u>many</u> different liturgies. (ii) The pupil can <i>show some understanding</i> of how religious belief shapes life in different ways. (iii) 	<ul style="list-style-type: none"> The pupil can confidently <i>show how</i> their own and others' decisions are informed by beliefs and values. (i) The pupil engages in <u>some</u> discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express different points of view. Use sources to support some points of view. Arrive at judgements.
Exceeding average expectation in Year 6	<ul style="list-style-type: none"> The pupil can <i>describe and show under-standing</i> of <u>most</u> religious sources beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can use religious terms to show an understanding of <u>most</u> different liturgies. (ii) The pupil can <i>show secure understanding</i> of how religious belief shapes life in <u>many</u> different ways. (iii) 	<ul style="list-style-type: none"> The pupil can securely <i>show how</i> their own and others' decisions are informed by beliefs and values. (i) The pupil can <u>securely</u> engage in discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express and debate different points of view. Use many sources to support many points of view. Arrive at judgements that are beginning to be supported by evidence.

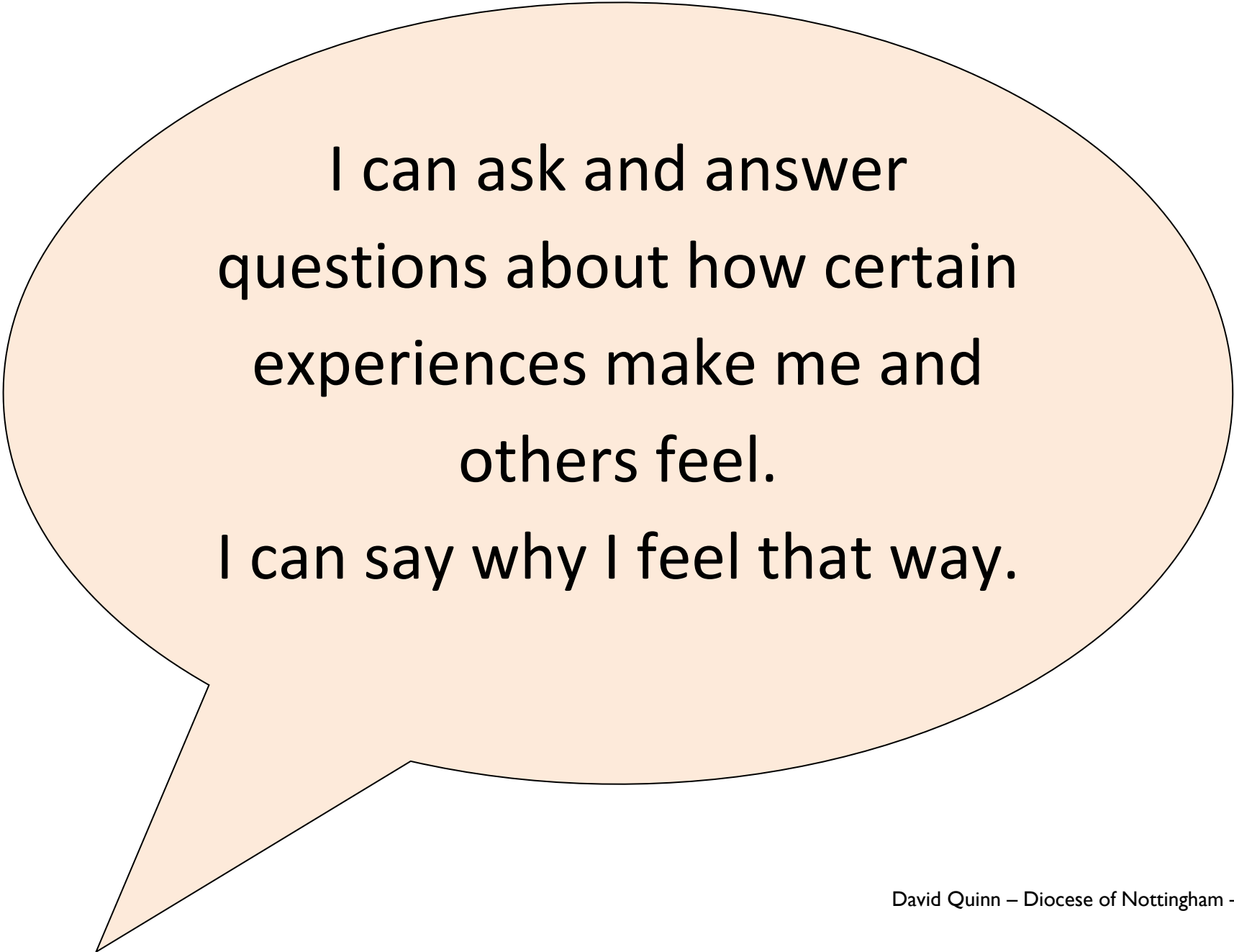
I can *retell accurately* stories
within the Old and New
Testament using my own
words about special people,
places and events.



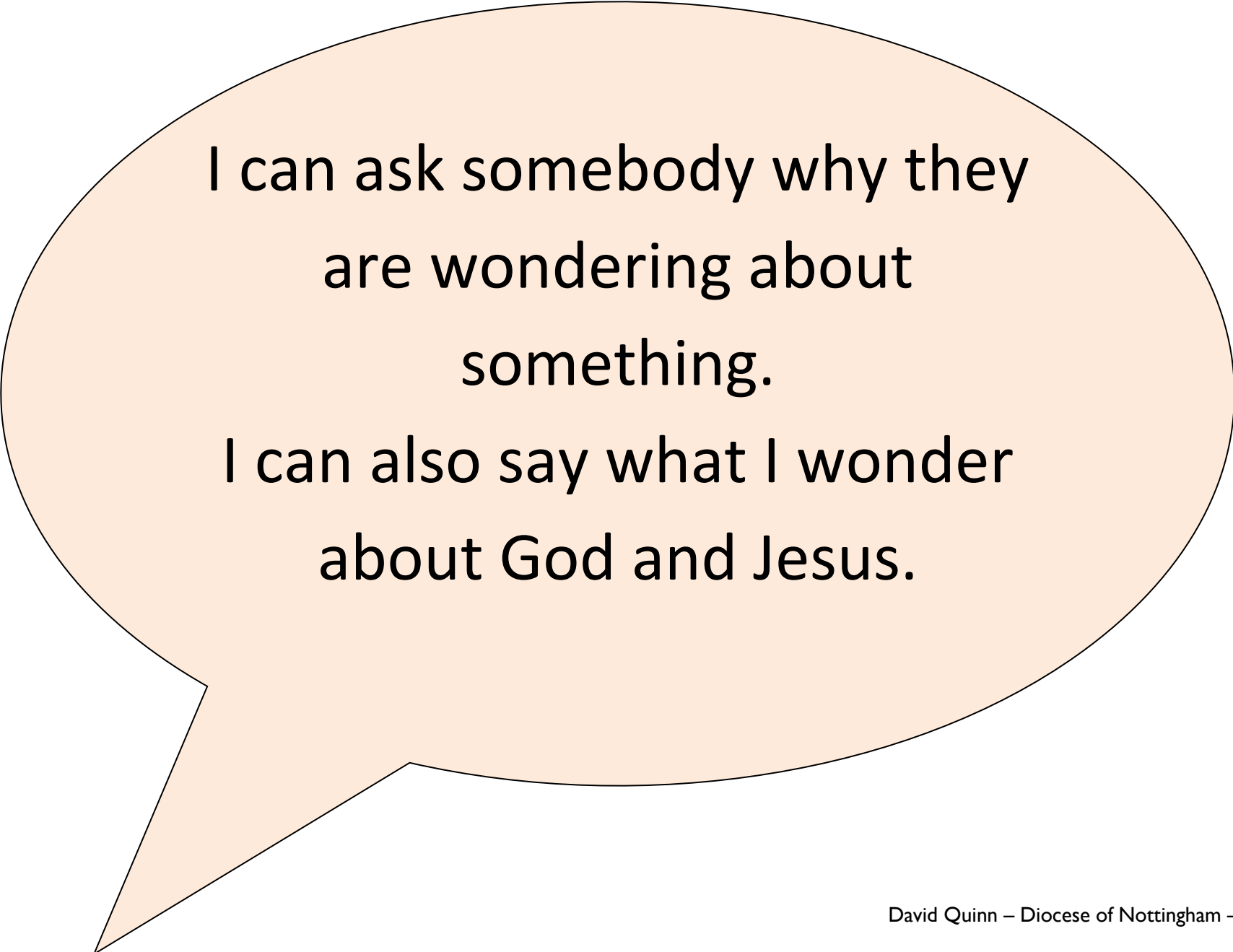
I can *describe* many
religious signs, symbols
and actions used in prayer
and Liturgy using
appropriate religious
words and phrases.



I can *describe* and give examples of ways that people with religious beliefs live their lives because of their religious belief.



I can ask and answer
questions about how certain
experiences make me and
others feel.
I can say why I feel that way.



I can ask somebody why they
are wondering about
something.

I can also say what I wonder
about God and Jesus.