

**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

*\* See italics for suggested non-statutory exemplars for years 1, 3, 5*

| <b>Eight key areas of RE</b>           | <b>End of EYFS - Reception</b>  | <b>Year 1</b>  | <b>End of KS1 - Year 2</b>   | <b>Year 3</b>  |
|--|---|--|--|--|
| <b>Beliefs and practices</b>           | <b>Explore different ways of living, including beliefs and festivals</b>  | <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> | <b>Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them</b>                           | <i>Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities</i>   |
| <b>Sources of wisdom</b>               | <b>Listen and respond to religious stories</b>  | <i>Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins</i>                 | <b>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</b> | <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> |
| <b>Symbols and actions</b>             | <b>Communicate about people, places and religious symbols and artefacts</b>                                     | <i>Give at least one example of a religious symbol or action and explain how it is used</i>  | <b>Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities</b>                                 | <i>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities</i>   |
| <b>Prayer, worship and reflection</b>  | <b>Communicate through talk or gesture about prayer. Experience periods of stillness and reflection</b>         | <i>Talk about how and where some worshippers pray. Respond to periods of stillness and reflection</i>                                  | <b>Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection</b>   | <i>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</i>   |
| <b>Identity and belonging</b>          | <b>Show awareness of things and people that matter to them and link this to learning in Religious Education</b> | <i>Talk about things and people that matter to them and how people belong to groups including faith groups</i>                         | <b>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</b>                            | <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>  |
| <b>Ultimate questions</b>              | <b>Use imagination and curiosity to develop their wonder of the world and ask questions about it</b>            | <i>Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it</i>     | <b>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions</b>  | <i>Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer</i>   |
| <b>Human responsibility and values</b> | <b>Explore how people show concern for each other and the world around them</b>                                 | <i>Respond to faith stories and examples of showing care and concern for humanity and the world</i>                                    | <b>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</b>                        | <i>Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities</i>   |
| <b>Justice and fairness</b>            | <b>Understand what is right, wrong and fair</b>   | <i>Respond to moral stories and demonstrate what it means to be right and wrong just and fair</i>                                      | <b>Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair</b>  | <i>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair</i>  |

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| Eight key areas of RE                 | End of KS1- Year 2   | Year 3   | End of LKS2 - Year 4   | Year 5  |
|---------------------------------------|--|--|--|---|
| <b>Beliefs and Practices</b>          | <b>Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them</b>                           | <i>Using specific religious vocabulary, describe the impact of celebrations and key moments in life in some religious communities</i>  | <b>Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</b> | <i>Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage</i>   |
| <b>Sources of wisdom</b>              | <b>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</b> | <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> | <b>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</b>                 | <i>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities</i>   |
| <b>Symbols and actions</b>            | <b>Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities</b>                                 | <i>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities</i>   | <b>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</b>                               | <i>Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities</i> |
| <b>Prayer, worship and reflection</b> | <b>Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection</b>   | <i>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</i>   | <b>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</b>  | <i>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences</i>                                  |

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| Eight key areas of RE                  | End of KS1- Year 2   | Year 3  | End of LKS2 - Year 4   | Year 5   |
|--|--|---|--|--|
| <b>Identity and belonging</b>          | 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> | <b>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</b> | <i>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</i> |
| <b>Ultimate questions</b>              | 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>                    | <b>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</b>   | <i>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</i>   |
| <b>Human responsibility and values</b> | 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>Demonstrate an understanding of the importance of showing care and responsibility for the world, identifying the shared values in two communities</i>          | <b>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</b>   | <i>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities</i>   |
| <b>Justice and fairness</b>            | Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair   | <i>Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair</i>                                    | <b>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</b>   | <i>Identify and describe how people with religious and worldviews make choices about what is right and wrong</i>   |

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| Eight key areas of RE                 | End of LKS2 - Year 4  | Year 5  | End of UKS2-Year 6   | End of KS3 (year 8 or 9 for reference)  |
|---------------------------------------|---|---|--|---|
| <b>Beliefs and Practices</b>          | Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked                                   | <i>Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage</i>   | Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities          | Analyse and synthesise how and why people express beliefs, values and ideas of spirituality through ceremonies and festivals. Recognise the impact of these on different communities  |
| <b>Sources of wisdom</b>              | Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers | <i>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities</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            | Suggest reasons for diverse interpretations of scriptures and other important texts. Explain the challenges and impact of the key principles of religions and worldviews referring to founders, sacred writings and sources of wisdom and authority |
| <b>Symbols and actions</b>            | 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 | <i>Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities</i> | Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities | Enquire and interpret ways in which individuals symbolically express their identity within and between religions and worldviews   |
| <b>Prayer, worship and reflection</b> | Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections              | <i>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences</i>                                  | Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces   | Analyse and evaluate different interpretations of prayer, worship and the architectural significance of sacred spaces   |

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| Eight key areas of RE                  | End of LKS2 - Year 4  | Year 5   | End of UKS2-Year 6   | End of KS3 (year 8 or 9 for reference)  |
|--|---|--|--|---|
| <b>Identity and belonging</b>          | 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 | <i>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</i> | Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives   | Suggest reasons for different understanding of religious leaders and show how they might have an impact on followers today. Explain why some people are committed to following a religious or philosophical path and evaluate the controversies of commitment |
| <b>Ultimate questions</b>              | Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections   | <i>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</i>   | Present a range of views and answers to challenging questions about belonging, meaning and truth   | Analyse the impact of different views on the place of modern media in relation to ultimate questions in religion and belief. Explain how and why examples of creativity may express or challenge religious beliefs and worldviews                             |
| <b>Human responsibility and values</b> | Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility   | <i>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities</i>   | Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief | Express their own views on how religions and worldviews have affected the world using reasoning and examples with respect and compassion  |
| <b>Justice and fairness</b>            | Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong   | <i>Identify and describe how people with religious and worldviews make choices about what is right and wrong</i>   | Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices   | Express insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion  |