



The areas of learning and development covered by the EYFS Units in this syllabus are

- communication and language
- personal, social and emotional development
- literacy
- understanding the world
- expressive arts and design

Early Learning Goals

- The content of the EYFS units in this syllabus contribute to the attainment of the following early learning goals.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences.

Personal Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

ELG: Building Relationships

Children at the expected level of development will

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

Literacy

ELG: Comprehension

Children at the expected level of development will

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

ELG: Writing

Children at the expected level of development will

- write simple phrases and sentences that can be read by others.

Understanding the world

ELG: Past and Present

Children at the expected level of development will

- talk about the lives of the people around them and their roles in society.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will

- invent, adapt and recount narratives and stories with peers and their teacher.

End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Investigate and Enquire		
Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
Express		
Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views.
Interpret		
Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Reflect		
Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
Empathise		
Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.

Apply		
Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
Analyse		
Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
Synthesise		
Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
Evaluate		
Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.