

R.E. Age-Related expectations From Living difference III

Intended learning outcomes for Foundation Stage children are informed by and working towards the end of Year 1 age-related expectations which are below:

By the End of Year 1 Children should:

Communicate	Children can talk about their own responses to their experiences of the concepts explored.
Apply	They can identify how their responses relate to events in their own lives.
Enquire	They can identify and talk about key concepts explored that are common to all people (Group A concepts)
Contextualise	They can recognise that the concept is expressed in the way of life of the people studied.
Evaluate	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.

By the End of Year 2 Children should:

Communicate	Children can describe in simple terms their responses to their experiences of the concepts studied .
Apply	They can identify simple examples of how their responses relate to their own lives and those of others .
Enquire	They can describe in simple terms key concepts explored that are common to all people (Group A concepts) and identify and talk about concepts that are common to many religious (B concepts)
Contextualise	They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied .
Evaluate	They can evaluate human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others, recognise an issue raised.

The progression in ARE between Year 1 and 2 are highlighted. In year 1 the emphasis is on **talk, identification, recognition** and **exploration**.

In Year 2, this progresses **to describe, study** and **provide examples**.

Assessment progression in R.E. for each year group Linked to LTP

Please see each year groups assessment and progression documents

Year Group R	Aut 2 Celebration	Spr 1 Storytelling -	Spr2 Celebrating New Life-	Sum1 Shabbat- Judaism Remembering	Sum 2 Special clothes-Special Judaism
Assessing one step per half term from the cycle of enquiry:	Communicate - I can begin to talk about my response to.....	Apply - I can begin to identify how people tell stories in their own lives.	Enquire - I can begin to identify and talk about the symbol of New Life	Contextualise - I can recognise how Christians see the church as a special place	Evaluate - I can begin to talk about why it is important to Jewish people and if it is important for me.

Year Group 1	Aut 1 Sukkot - Thanking	Aut 2 Journeys End	Spr 1 Authority	Spr2 Welcoming	Sum1 Remembering	Sum 2 Special -places
Assessing one step per half term from the cycle of enquiry:	Communicate: I can talk about my response to thanking.	Apply: I can identify different journeys in my own life where the ends are important.	Enquire: I can identify and talk about Authority.	Contextualise: I can recognise welcoming in the Easter story.	Evaluate: I can simply describe the value/importance of remembering Passover for Jews	Contextualise: I can evaluate the importance of a special place to Jewish people and the importance of a special place.

Year Group 2	Aut 1 Special books - special	Aut 2 Advent and Hanukah	Spr 1 God	Spr2 Sad and Happy	Sum1 Story	Sum 2 People Jesus Met- Change
Assessing one step per half term from the cycle of enquiry:	Communicate: I can describe in simple terms their response to the concept of <i>specialness in relation to books</i>	Apply: - I can identify simple examples of candlelight as a symbol.	Enquire: I can describe remembering in simple terms.	Contextualise: I can simply describe how sadness and happiness are expressed in the Easter story for Christians.	Evaluate: I can describe in simple terms the value of story to religious people	Contextualise: I can recognise that Christians believe that Jesus changes some people's lives