

EYFS End Point Expectations for RE

- These end of year expectations are derived from the Suffolk Agreed Syllabus for RE which uses two attainment targets and six strands to promote a broad and balanced RE.
- Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year.

Early Years

Autumn 1 EYFS – Why is the word ‘God’ so important to Christians?						
<i>Including an encounter with: A Muslim whispering Allah in a baby’s ear</i>						
	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can begin to remember some things in the Bible story of Creation	I can begin to recognise that Christians use God’s name with care because God is their Creator	I can start to understand that the word ‘God’ is an important name for Christians	I can begin to talk about when and where people use my name and why	I can begin to talk about something interesting in the Creation story or in the world around me	I can talk about who is important or special to me, my VIP
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that Christians use God’s name with care because God is their Creator	Rc I can recognize that the word ‘God’ is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP

Autumn 2 EYFS – Why do Christians perform nativity plays at Christmas?

Including an encounter with: A Muslim story: Muhammad and the Ants

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can begin to tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	I notice something a family is doing at Christmas	I can recognise an image of Jesus	I can begin to talk about things that happen to me e.g. places I go at the weekend	I can start to talk about something interesting in a story about Jesus as an adult	I can start to talk about a person who is important or special to me
YR	Ra I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	Rb I can recognise something a family is doing at Christmas because they are Christians	Rc I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	Rd I can talk about things that happen to me e.g. places I go at the weekend	Re I can talk about something interesting in a story about Jesus as an adult	Rf I can talk about a person who is important or special to me

Spring 1 EYFS – How can we help others when they need it?

Including an encounter with: A Sikh story: Har Gobin and the 52 Princes

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can begin to remember parts of the Good Samaritan story	I can begin to recognise some images of a Christian praying and identify this as part of their religion	I can start to recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	I can begin to talk about things that happened when I needed help, or how I helped someone	I can talk about something interesting in a story where someone needed help	I can talk about someone who is special because they help me when I need help

YR	Ra I can remember how the traveller in the Good Samaritan story was saved or rescued	Rb I can recognise some images of a Christian praying and identify this as part of their religion	Rc I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	Rd I can talk about things that happened when I needed help, or how I helped someone	aRe I can talk about something interesting in a story where someone needed help	Rf I can talk about someone who is special because they help me when I need help
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Spring 2 EYFS – Why do Christians put a cross in an Easter garden?

Including and encounter with: A Buddhist story: The Monkey King

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can start to remember something that happens in the Christian story of Easter	I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	I can begin to listen and talk about things that happen to me e.g. going somewhere special, doing things with my family	I can begin to talk about something interesting in a story e.g. that makes me ask a question	I can begin to talk about what is important or special to me e.g. a favourite story, food or a souvenir
YR	Ra I can remember something that happens in the Christian story of Easter	Rb I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	Rc I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rd I can talk about things that happen to me e.g. going somewhere special, doing things with my family	Re I can talk about something interesting in a story e.g. that makes me ask a question	Rf I can talk about what is important or special to me e.g. a favourite story, food or a souvenir

Summer 1 EYFS – What makes every single person unique and precious?

Including an encounter with: Hindus celebrating Raksha Bandhan

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can begin to remember something that happens in the story of Jesus welcoming the children	I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	I can start to understand why a 'thank you' song to God is important to a Christian	I can talk about something that happens to me now that didn't happen when I was little	I can start to talk about something interesting in the story of Jesus getting lost	I can talk about what I think is special (or unique) about me
YR	Ra I can remember something that happens in the story of Jesus welcoming the children	Rb I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	Rc I can recognise why a 'thank you' song to God is important to a Christian	Rd I can talk about something that happens to me now that didn't happen when I was little	Re I can talk about something interesting in the story of Jesus getting lost	Rf I can talk about what I think is special (or unique) about me

Summer 2 EYFS – How can we care for our wonderful world?

Including an encounter with: Ty be Shevat- The Jewish Birthday of Trees

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YN	I can start to remember the different things created by God in the Bible story of Creation	I can begin to recognize something a Christian does because they believe God wants them to care for the world	I can start to recognise why a song / prayer about God's world is important to Christians	I can begin to talk about when I have looked after or cared for someone or something myself	I can talk about something interesting or wonderful in the Creation story or in the world around me	I can talk about what I think is special or wonderful in the natural world

YR	Ra I can remember the different things created by God in the Bible story of Creation	Rb I can recognize something a Christian does because they believe God wants them to care for the world	Rc I can recognise why a song / prayer about God's world is important to Christians	Rd I can talk about when I have looked after or cared for someone or something myself	Re I can talk about something interesting or wonderful in the Creation story or in the world around me	Rf I can talk about what I think is special or wonderful in the natural world
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