



RE			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language	<ul style="list-style-type: none"> Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Establish their sense of self. 	
	Understanding the World	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. 	
Three and Four-Year-Olds will be learning to:	Communication and Language	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	
	Understanding the World	<ul style="list-style-type: none"> Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	
Children in Reception will be learning to:	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use new vocabulary in different contexts. 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen See themselves as a valuable individual Build constructive and respectful relationships. Think about the perspectives of others. 	
	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society

		People, Culture and communities	<ul style="list-style-type: none"> • 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. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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.
	Personal, Social, Emotional development	Building relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs.
Key Stage 1	By the end of Key Stage 1: (Christianity, Judaism, Islam)		<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make

