

EYFS RE Assessment Criteria

AT1 – Learning about religion/knowledge (Head)	AT1(i) – Beliefs, teachings and sources	AT1(ii) – Celebration and Rituals	AT1(iii) – Social and moral practices and way of life.
Beginning of EYFS	The pupil is beginning to talk about religious stories, ideas and events and begin to show awareness of the <u>listener's needs</u> in a small group.	The pupil is beginning to show an awareness of religious signs and symbols when talking to others about what they have shared .	They are developing a preference to represent their own ideas , feelings and thoughts of religious matters through design and technology, art, music, dance, role play and stories .
End of Autumn	The pupil is able to talk to about religious stories, ideas and events and begin to show awareness of the <u>listener's needs</u> . (Including phrases from psalms 'God knows me and He loves me', main events of Nativity story).	The pupil can show an awareness of religious signs and symbols when talking to others about what they have shared . (Including Baptism – Holy Water, Candle, white garment, church, family and some phrases, Advent Wreath etc)	They are able to create simple representations of their own ideas , feelings and thoughts of religious matters through design and technology, art, music, dance, role play and stories . Begin to recognise how people act as they get ready for Christmas e.g. travelling crib, church, family time, 'giving'.
End of Spring	The pupil is able to use talk to organise, their thinking and ideas about religious stories, ideas and events, showing a developing awareness of the <u>listener's needs</u> .	They can demonstrate some understanding when talking to others about what they have shared .	They are able to express and respond to their feelings and thoughts of religious matters through design and technology, art, music, dance, role play and stories .
End of Summer	The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the <u>listener's needs</u> .	They can demonstrate understanding when talking to others about religious signs and symbols about what they have shared .	They are able to represent their own ideas , feelings and thoughts of religious matters through design and technology, art, music, dance, role play and stories.
Embedded/GDS	The pupil is able to recognise religious stories are from the Bible.	The pupil is able to demonstrate understanding when talking about religious signs and symbols and is able to copy religious words and phrases .	The pupil can discuss religious experiences.

EYFS RE Assessment Criteria

AT2 – Learning from religion/scripture and living out faith (Heart)	AT2(i) – Engagement with own and others’ beliefs and values	AT2(ii) – Engagement with questions of meaning and purpose
Beginning of EYFS	The pupil is beginning to show confidence talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable.	They show an interest in people who are familiar to themselves and others, and among families, communities and traditions.
End of Autumn	The pupil is confident talk about to other children about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. (Talk about being known by their name, feelings of welcome, waiting for birthdays)	They show an interest in the lives of people that are familiar to themselves and others, and among families, communities and traditions. (Wonder how they can make others feel welcome, begin to wonder about the joy of birthdays)
End of Spring	The pupil is confident to talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. (in small groups)	They are beginning know about similarities and differences between themselves and others, and among families, communities and traditions.
End of Summer	The pupil is able to talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable.	They know about similarities and differences between themselves and others, and among families, communities and traditions.
Embedded/GDS	With support, the pupil is able to talk about an experience linked to my RE work.	The pupil is able to listen to examples of things we can wonder about (adult led) and say if they have ever wondered about them.

EYFS RE Assessment Criteria

AT3 – Wonder and Reflection (Cloud)	AT3
Beginning of EYFS	<ul style="list-style-type: none">• The pupil is beginning to show an interest in a point of view in a small group• The pupil is learning new words to talk about a source (prayers and hymns)
End of Autumn	<ul style="list-style-type: none">• The pupil can show an interest in a point of view in a small group• The pupil can build up vocabulary to talk about a source (prayers and hymns)
End of Spring	<ul style="list-style-type: none">• The pupil is beginning to listen to a point of view in a familiar group• The pupil is beginning to talk about a source (prayers and hymns)
End of Summer	<ul style="list-style-type: none">• The pupil can listen attentively to a point of view in a familiar group• The pupil can talk about a source (prayers and hymns)
Embedded/GDS	