Early Learning Outcomes and Goals	EYFS	Focus Area: DEVON AGREED SYLLABUS	By the end of KS1	By the end of Lower KS2	By the end of Upper KS2
Communication and Language	Can they listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions and actions? Can they use talk to organise, sequence and clarify thinking, ideas, feelings and events? Can they answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources? Can they talk about how they and others show feelings? Can they develop their own narratives in relation to stories they hear from different communities?	**Element 1: Making sense of beliefs.**	• Can they identify core beliefs and concepts studied and give a simple description of what they mean? • Can they give examples of how stories show what people believe, (eg: the meaning behind a festival)? • Can they give clear, simple accounts of what stories and other texts mean to believers?	• Can they identify and describe the core beliefs and concepts studied? • Can they make clear links between texts/sources of authority and the core concepts studied? • Can they offer informed suggestions about what text/sources of authority can mean and give examples of what these sources mean to believers?	• Can they identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions? • Can they describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts? • Can they give meaning to texts/sources of authority studies, comparing these ideas with some ways in which believers interpret texts/sources of authority?
Personal, Social and Emotional Development	Can they understand that they can expect others to treat their needs, views, cultures and beliefs with respect? Can they work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously? Can they think and talk about issues of right and wrong and why these questions matter? Can they respond to significant experiences showing a range of feelings when appropriate? Do they have a developing awareness of their own needs, views and feelings and can they be sensitive to those of others? Do they have a developing respect for their own cultures and beliefs, and those of other people? Can they show sensitivity to others' needs and feelings and form positive relationships?				
Understanding The World	Can they talk about similarities and differences between themselves and others, among families, communities and traditions? Do they begin to know about their own cultures and beliefs and those of other people? Can they explore, observe and find out about places and objects that matter in different cultures and beliefs?	**Element 2: Understanding the impact**	• Can they give examples of how people use stories, texts and teachings to guide their beliefs and actions? • Can they give examples of ways in which believers put their beliefs into practice?	• Can they make simple links between stories, teachings and concepts studied and how people live, individually and in communities? • Can they describe how people show their beliefs in how they worship and in the way they live? • Can they identify some differences in how people put their beliefs into practice?	• Can they make clear connections between what people believe and how they live, individually and in communities? • Can they use evidence and examples to show how and why people put their beliefs into practice in different ways, eg; in different communities, denominations or cultures?
Expressive Art and Design	Can they use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings? Can they respond in a variety of ways to what they see, hear, smell, touch and taste?				
Literacy	Are they given access to a wide range of books, poems and other written materials to ignite their interest?	**Element 3: Making connections**	• Can they think, talk and ask questions about whether the ideas they have been studying, have something to say to them? • Can they give a good reason for the views they have and the connections they make?	• Can they make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly? • Can they raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live? • Can they give good reasons for the views they have and the connections they make?	• Can they make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg; believers and atheists)? • Can they reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently? • Can they consider and weigh up how ideas studied in a unit may relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and connections they make?
Mathematics	Can they recognise, create and describe some patterns, sorting and ordering objects simply?				

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Article 28
Every child has the right to an education.
Primary education must be free.

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