



The objectives in the Theology, Philosophy and Human / Social Science strands are adapted from the Essex Agreed Syllabus.
 The additional EYFS objectives are key objectives that children need to master during their time in Nursery and Reception in order to fully access the RE curriculum in KS1 and KS2.

	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theology	<p>Children can recognise simple religious beliefs or teachings</p> <p>Children can talk about some aspects of a religious or belief story</p> <p>Children can use key theological vocabulary such as 'God'</p> <p>Children can recreate religious and belief stories with 'small world' play</p> <p>Children can talk about sacred texts</p>		<p>Children can say what religious people say God is like</p> <p>Children can say why light is an important symbol for many religious believers</p> <p>Children can explain what religious people remember at key festivals (example – At Passover, Jews remember ...)</p> <p>Children can explain what religious people learn from stories (example – Hindus might learn ... from the Diwali story)</p>		<p>Children can say what [insert religion or belief here] believe about God</p> <p>Children can say how [insert religion or belief here] talk about God</p> <p>Children can say why there is diversity of belief in Basildon</p> <p>Children can say where religious beliefs come from</p> <p>Children can say how events in history have shaped religious beliefs</p>		<p>Children can say how [insert religion or belief here] explain suffering in the world</p> <p>Children can say why people interpret the same things differently</p> <p>Children can say how reliable sources of authority for believers are</p> <p>Children can say how [insert religion or belief here] make sense of the world</p> <p>Children can explain what it means if God is holy and loving</p> <p>Children can explain if creation beliefs and science are contradictory or complementary</p>	
Philosophy	<p>Children can ask interesting and puzzling questions about religious and belief stories</p> <p>Children can ask puzzling and interesting questions about the world around them</p> <p>Children can talk about what concerns them about different ways in which people behave</p> <p>Children can say what is important, or has value, to them</p> <p>Children can use their senses to investigate religion and belief</p>		<p>Children can say why people have different ideas about the idea of 'God'</p> <p>Children can use their senses to inform them about the world of religion and belief</p> <p>Children can say what is confusing and puzzling about the world of religion and belief</p> <p>Children can say what they think is 'good' and 'bad' and why</p> <p>Children can say how people decide what is right and wrong</p> <p>Children can create questions inspired by religious stories and try to find answers</p> <p>Children can talk about how they think the universe began</p> <p>Children can make links between beliefs and behaviours</p>		<p>Children can explain the difference between believing and knowing</p> <p>Children can say what philosophy is</p> <p>Children can say how people make moral decisions</p> <p>Children can describe the type of world they would like to live in</p> <p>Children consider how actions have consequences</p> <p>Children learn about the perspectives of [insert religion or belief here] on moral issues</p> <p>Children can say how people respond to poverty and justice issues and how their religion and beliefs may affect this</p>		<p>Children can talk about why there is suffering in the world</p> <p>Children can talk about what we can learn about the world / knowledge / the meaning of life from the great philosophers</p> <p>Children can discuss if being happy is the greatest purpose in life</p> <p>Children can discuss if it is reasonable to believe in God</p> <p>Children can discuss if it is possible for something to always be 'right' (or wrong)</p> <p>Children learn about the different views about the nature of knowledge, meaning and existence, with reference to the religions they are learning about</p> <p>Children are introduced to ethical theory, including utilitarianism</p> <p>Children learn about the importance of evidence and reasoning when discussing philosophical issues</p>	



Human / Social Sciences	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children can identify simple features of religious life and practices in a family context</p> <p>Children can recognise a number of religious words</p> <p>Children know where some religious worldviews originated</p> <p>Children can name some religious symbols</p> <p>Children can name some religious artefacts</p> <p>Children can talk about religious events they see or hear (festivals, ceremonies, etc)</p> <p>Children can talk about what people wear because of their beliefs</p> <p>Children can visit a local place of worship</p> <p>Children can talk to someone who holds a particular religious or non-religious belief</p>	<p>Children can say how festivals and celebrations bring people together</p> <p>Children can explain what it means to belong to the [insert name of community here] community</p> <p>Children can describe how they have experienced religion or beliefs in their daily lives (if relevant)</p> <p>Children can explain what happens in the daily life of a [insert religious person here]</p> <p>Children can say what it means to be part of a religious family</p> <p>Children can say why symbols and artefacts are important to some people</p> <p>Children can say how worship / gatherings / ceremonies give [insert religious people here] a sense of belonging</p>	<p>Children can say what we can learn from different members of [insert religion or belief here]</p> <p>Children can say how members of [insert religion or belief here] express their religious beliefs in modern Britain and [name of country]</p> <p>Children can say how people express commitment to a religion or worldview in different ways</p> <p>Children can say how being a [insert religious person here] makes a difference to someone's daily life</p> <p>Children can say how religious groups have contributed to life in Basildon and the wider area</p>	<p>Children can say what we mean when we say 'religion'</p> <p>Children can say what makes a religion a religion</p> <p>Children can say how religions have and do contribute to society and culture across the world</p> <p>Children can discuss if religion brings peace, conflict, or both</p> <p>Children can say what it means to be part of a global religious / worldview community</p> <p>Children can say how expressions of [insert faith here] have changed over time</p> <p>Children can say how beliefs shape identity for [insert religious people here]</p> <p>Children can say how [insert religion or belief here] has impacted on music and art throughout history</p>				
Additional EYFS Objectives	Literacy (Reading)		Communication and Language		Personal, Social and Emotional Development	Understanding the World (People, Culture and Communities)		Understanding the World (Past and Present)
	N1	<p>I explore books independently</p> <p>I listen to stories being read</p> <p>I imitate reading a book out loud</p>	<p>I am able to tell a long story</p> <p>I can understand 'why' questions</p> <p>I enjoy listening to stories and remember what happens</p>			<p>I can explore my own life stories</p> <p>I can show interest in a range of occupations</p> <p>I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world</p>		<p>I know that before 'now' there was 'the past'</p> <p>I know that life could be different in the past</p> <p>I can engage with stories set in the past</p> <p>I can say how life in the past is different to now</p>
	N2		<p>I can use a sentence of 4-6 words</p> <p>I can use 'because' and 'and'</p> <p>I can answer simple 'why' questions using past and future tenses</p>		<p>I am beginning to understand how others feel</p>			
Reception	<p>I can retell a story that has not been read to them</p> <p>I can predict what will happen next</p> <p>I can retell the main parts of a story— who/what/when/where/how/why</p> <p>I can arrange a story in sequence</p>		<p>I can engage with stories</p> <p>I can start a conversation</p> <p>I can learn new vocabulary</p> <p>I can show active listening</p> <p>I can engage with non-fiction books</p> <p>I can describe an event</p> <p>I can use new vocabulary and ask relevant questions</p> <p>I can connect ideas using connectives</p> <p>I can retell stories</p> <p>I can articulate ideas in sentences</p> <p>I can hold a back-and-forth conversation and explain why things happen</p>		<p>I know right from wrong</p> <p>I think about others and wait my turn</p> <p>I express my feelings and consider others' feelings</p>	<p>I can talk about my own family and look at real life families in books and discuss different types of families</p> <p>I am able to talk about important people in the community – lollipop man, nurse, doctor, dentist, etc.</p> <p>I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc.</p> <p>I can look at important place in the community churches, mosques, etc.</p>		<p>I can talk about the lives of the people around me and their roles in society</p> <p>I can describe some similarities and differences between things in the past and now</p> <p>I can understand the past through settings, characters and events encountered in class</p>