



EYFS	Understanding the World: People and Communities
	<i>A Unique Child: observing what a child is learning</i>
Emerging (30 – 50 months)	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Emerging (40 – 60 months)	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines.
Expected (Early learning Goal)	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions..

KS1 National Curric (Stat Req's / strands)	Believing - Know about and understand a range of religions and worldviews	Expressing - Express ideas and insights about the nature, significance and impact of religions and worldviews	Living - Gain and deploy the skills needed to engage seriously with religions and worldviews,
Year 1 – Emerging knowledge, skills and concepts	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> I can ask and respond to questions about what individuals and communities do, and why, I can identify what difference belonging to a community might make. I can observe and recount different ways of expressing identity and belonging, responding sensitively. I can notice and respond sensitively to some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> I can explore questions about belonging, meaning and truth and express my own ideas and opinions in response (using words, music, art or poetry). I can find out about and respond with ideas to examples of co-operation between people who are different. I can find out about questions of right and wrong and begin to express my ideas and opinions in response.
Year 2 – Expected by the end of KS1	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> I can ask and respond to questions about what individuals and communities do, and why, I can identify what difference belonging to a community might make. I can observe and recount different ways of expressing identity and belonging, responding sensitively. I can notice and respond sensitively to some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> I can explore questions about belonging, meaning and truth and express my own ideas and opinions in response (using words, music, art or poetry). I can find out about and respond with ideas to examples of co-operation between people who are different. I can find out about questions of right and wrong and begin to express my ideas and opinions in response.
NC Attainment Targets	<p>Pupils should</p> <ul style="list-style-type: none"> Know about and understand a range of religions and world views Express ideas and insights about the nature, significance and impact of religions and world views Gain and deploy skills needed to engage seriously with religions and world views 		

Implementation

- Lesson plans
- room set up
- supporting displays
- assessment examples/outline
- visitors/visits
- subject leaders
- vision/values links

etc

Impact

- Broken down by strand
- Eyfs – ks1
- Plan exemplification ish?
- Childrens work/
- Childrens voice
- Parent voice
- Summative assessments