

RE Milestones



Religious Education - EYFS

Show interest in different occupations

Develop positive attitudes about the differences between people.

Show an interest in different festivals and celebrations.

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways.

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

Religious Education - Y1

Identify what a parable is.

Know that different religions have different objects of importance

Talk about pictures from different religions

Recognise that there are special places where people go to worship and their importance to believers

Identify special objects and symbols found in their own home or school and say why these are special and what they mean

Give clear, simple accounts of what Bible texts

Show an interest in different religions from around the world

Demonstrate appropriate care and sensitivity when handling religious artefacts and objects special to others

Religious Education – Y2

Give clear, simple accounts of what a Bible story means to Christians.

Give at least two examples of a way in which Christians show their belief in God

Ask questions about beliefs from different religions

Express own opinions about religion in a positive manner

Identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers.

Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising

Understand different opinions and beliefs

Respond to ideas and opinions about religion

Show an understanding of the importance of the Qur'an

Religious Education – Y3

Describe the beliefs of some world religions

Suggest things that matter to Christians and another religious community and say why

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives

Make connections between their own beliefs and the beliefs of other religions
Give thoughtful responses to materials from different religions
Use religious vocabulary to identify and explain some features, symbolic objects, actions and sounds found in a church
Ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers
Discuss points of view about religious beliefs around the world
Consider other peoples beliefs and values as well as their own

Religious Education – Y4
Make links between the viewpoints of different religions
•Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.
Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.
Express their own ideas thoughtfully and appropriately
Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers
Apply ideas about religions and world views thoughtfully
Use religious vocabulary to identify and explain some features, symbolic objects, actions and sounds found in Gurdwara and a Sikh temple.
Make links between attitudes and values advocated by religious leaders such as Muhammad and Guru Nanak and those of your school and pupils themselves.
Ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered.

Religious Education – Y5
Show understanding of the richness of religious diversity of Great Britain and their own locality, describe some ways religion makes a difference locally.
Explain the impact of religious views on the lives of others
Ask good questions and suggest some answers, with reference to particular religions about religious diversity
Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.
Show understanding of why many Christians find science and faith go together.
Explain diverse viewpoints clearly in a variety of forms
Explain the meaning of pilgrimage for some believers
Describe the 5 pillars of Islam; explain using religious vocabulary the religious expression and beliefs shown through worship, prayer fasting, festival and pilgrimage.
Engage in debates involving religious and world views
Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
Reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed

Religious Education – Y6

Describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs.

Appreciate and appraise different understandings of religion and world views

Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Suggest meanings in the practice of Hajj and make links to Muslim beliefs, stories and commitments

Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil

Express an interest into questions about different religious viewpoints

Give coherent accounts of their own beliefs and ideas

questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers about the relationships between pilgrimage and faith.

Express their own ideas about the value of times of reflection, repentance, journey, remembrance.

Enquire into and interpret different religious viewpoints and topics

Take part in religious arguments and debates

Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.