



R.E End of Year Milestones



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils will start with looking at Belonging, they now belong to a school. It is important that pupils begin with looking at their family, values and religions that they belong to. Celebrate these. Introduce the class to their class friends and the different groups that they belong to – religious and non-religious groups. Through shared circle time and story time different faith stories are introduced.</p>	<p>Recount outlines of some religious stories</p>	<p>Retell religious stories and identify some religious beliefs and teachings</p>	<p>Describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>Give detailed explanations how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>
	<p>Christmas is taught, celebrated and the first Christmas is acted out. Children are introduced to Christmas being a special time for Christians. Diwali is introduced and celebrated through story, art and role play.</p>	<p>Recognise features of religious life and practice</p>	<p>Identify some religious practices, and know that some are characteristic of more than one religion</p>	<p>Describe how some features of religions studied are used or exemplified in festivals and practices</p>	<p>Show understanding of the ways of belonging to religions and what these involve</p>	<p>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p>	<p>Explain how features of religious life and practice make a difference to the lives of individuals and communities</p>

	<p>Pupils will begin to understand the world around them. They will begin to look at how God created the world in the bible. They will also be introduced to the Muslim faith</p>	<p>Recognise some religious symbols and words</p>	<p>Suggest meanings in religious symbols, language and stories</p>	<p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Explain how some forms of religious expression are used differently by individuals and communities</p>	<p>Explain in detail how forms of religious expression are used differently by individuals and communities</p>
	<p>Opportunity for pupils to draw on all their learning about different religious groups in the world around them.</p>	<p>Identify aspects of own experience and feelings, in religious material studied.</p>	<p>Respond sensitively to the experiences and feelings of others, including those with a faith</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p>	<p>Make informed responses to questions of identity and experience in the light of their learning</p>	<p>Make informed responses to questions of identity and experience in the light of their learning</p>

	<p>This unit will run throughout the year. Stories will be shared from different faiths, to celebrate festivals and special times of the year for religions. (Christmas, Easter, Diwali, Chinese New Year, Eid, Ramadan)</p>	<p>Identify things they find interesting or puzzling, in religious materials studied</p>	<p>Realise that some questions that cause people to wonder are difficult to answer</p>	<p>Compare their own and other people's ideas about questions that are difficult to answer</p>	<p>Ask questions about puzzling aspects of life and experience and suggest answers, making reference to the teaching of religions studied</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p>
		<p>Identify what is of value and concern to themselves, in religious material studied</p>	<p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>	<p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>

