



**The Raleigh Primary School**

**End of Year Milestones**

**What must children achieve in RE in order to be ready for next year?**

There are three **Golden Threads** threaded throughout the syllabus which develop children's knowledge, understanding and skills as they progress through the year groups:

**God**, relating to theological approaches, **Community**, sociological approaches and **Identity**, relating to more philosophical approaches.

**Reception:**

- talk about their own families and what makes them special.
- investigate how different people believe different things or celebrate special times in different ways e.g. Christmas, Eid, Diwali, Chinese New Year etc.
- enjoy and discuss stories associated with religious events, activities & teaching e.g. from the Bible, Torah or Qur'an
- show curiosity and respect when exploring special objects / artefacts from a range of cultures / religions e.g. cross, hijab, turban, prayer beads, divas
- ask and answer questions about diversity, religion and culture
- appreciate the wonders of the natural, showing responsibility in the way that they treat the environment

**Year 1:**

- talk simply about core beliefs and concepts for Christian and Jewish people
- identify similarities in features of religion and belief for Christian and Jewish people
- retell religious, spiritual and moral stories
- respond to ways in which people express their beliefs through stories, artefacts and other media, such as art and music
- talk about different communities, including Christian and Jewish people
- give a reason why something may be of value to themselves, recognising different viewpoints
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- give a simple reason for a view that they have
- respond to questions about 'right'/'wrong', 'good'/'bad', 'real'/'true'

**Year 2:**

- talk simply about core beliefs and concepts for Christian and Muslim people and appreciate that some people call themselves 'non-religious'
- identify how belief is expressed in different ways for Christian and Muslim people
- identify how stories / symbols / objects might show what people believe
- use appropriate subject-specific vocabulary when they talk
- talk about different communities, including Christian, Muslim and non-religious people
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- ask relevant questions and develop a sense of wonder & curiosity about the world around them
- ask questions and express their own views about what it means to be human: what's important to themselves and to others
- reflect on their own feelings and experiences and develop a sense of belonging
- recognise that some questions about life are difficult to answer



**Year 3:**

- identify similarities and differences between core concepts and beliefs about God for Christian, Jewish and Muslim people, giving examples from their learning
- suggest why different parts of the Bible might be important to Christians, making links from with their learning to explain their reasons
- explore a variety of sacred texts and other sources and consider their meanings and impact
- make links between beliefs, stories/art and practices
- use appropriate subject specific vocabulary when they talk
- identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and how they live
- investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experience
- make links between their ideas about God and other people's, thinking about where ideas come from
- compare their own ideas, influences and feelings with those of others
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience
- give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('**personal knowledge**')

**Year 4:**

- build on their understanding of some core concepts & beliefs about God for Christians
- draw conclusions about non-religious beliefs from understanding how babies are welcomed into a Humanist community.
- make links between Sikh beliefs, texts/ stories and practices
- describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas
- extend their range and use of subject specific vocabulary
- be able to describe how important celebrations can be to a community
- investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience
- identify how the Arts can help to express the beliefs of a community or bring a community together
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own.
- make links between what they and other people think about God / being human / what is important in life / how to behave
- ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning
- suggest how the creative arts, as a source of inspiration or as a response to God, can make a difference to themselves and others

**Year 5:**

- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim people
- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities



- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (*e.g. on individuals, groups / communities and cultures, locally, nationally and globally*)
- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning in life

**Year 6:**

- deepen their understanding of some core concepts & beliefs about God for some Christian and non-religious people
- explore some core concepts & beliefs about God for some Hindu (Sanatana) Dharma & Buddhist people
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways
- suggest meanings for a range of forms of expression, using accurate vocabulary
- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience;
- consider the importance of communities in shaping people's worldviews
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices;
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence.