





# RE Curriculum Milestones

Connecting Stone	Big Idea (NC links)	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p><b>Community &amp; Living</b></p> 	<p>To understand how values and beliefs behind the practices of religion influence how people live, behave and act.</p>	<p>Who am I, what do I believe and what makes me special?</p> <p>Share and record occasions when events have happened in their lives and say why something is special.</p>	<p>What does it mean for a child to belong to a family of faith?</p> <p>Describe, interpret and compare some of the main festivals or celebrations of a religion.</p> <p>Recognise, explain and predict how actions affect others.</p>	<p>How does belonging to the faith community guide and influence everyday attitudes (head), responses (heart) and actions (hand)?</p> <p>Recognise, summarise and articulate in detail how some of the values held by communities of individuals affect behaviour and actions.</p>	<p>How does belonging to the faith community guide and influence everyday attitudes (head), responses (heart) and actions (hand)?</p> <p>Recall, interpret and explain concepts of the practices and lifestyles involved in belonging to a faith community.</p>



				Name, explain and compare some of the religious practices.	Identify, classify and compare the lifestyles of different faiths.  Outline, assess and investigate how religion shapes the lives of individuals and communities.  Recognise, articulate and demonstrate an awareness of morals and right and wrong beyond rules.
<b>God &amp; Believing</b> 	To understand and respect what people of faith believe and think about God.	<p>What stories do people tell to help them learn about God?</p>	<p>What do people believe and think about God?</p> <p>What does this look like in their life?</p>	<p>What do people believe and think about God?</p> <p>How does religious belief shape and influence everyday life?</p>	<p>What do people believe and think about God?</p> <p>How does religious belief shape and influence everyday life?</p>



Recall some simple world faith stories.

Talk about how parables are special stories that have a message.

Identify, interpret and explain some of the teachings of a religion.

Recall, summarise and relate emotions to some of the experiences of religious figures studied.

Identify, reflect and debate the key teachings and beliefs of a religion.

Infer, define and justify some reasons why religious figures may have acted as they did.

Outline, question and hypothesise how beliefs about right and wrong affect people's behaviour.


Recognise, articulate and justify the role of a spiritual leader.

Outline, summarise and appraise some of the different ways that individuals show their beliefs.

Identify, investigate and contrast how some teachings and beliefs are shared between religions.





<p><b>Thinking &amp; Reality</b></p> 	<p>To understand how believers think and how this thinking shapes their behaviour.</p>	<p><b>What puzzling questions does this learning make you ask or think about?</b></p> <p>Use correct language around thoughts and feelings.</p> <p>Talk about core values (friendship, forgiveness, love, kindness and peace) in my own life.</p>	<p><b>How does learning about this religion cause you to question and wonder about the world around you and your own experience within it?</b></p> <p>Name, classify and evaluate the things that are important in their own lives and compare these to religious beliefs.</p> <p>Show, explain and prove an understanding of the term 'morals'.</p> <p>Ask questions about puzzling aspects of life.</p>	<p><b>How does learning about this religion cause believers and you to explore further, question, challenge an understanding of the world and your place in it.</b></p> <p>Ask questions that have no universally agreed answers and debate respectfully.</p> <p>Recognise, show and demonstrate an understanding that personal experiences may influence attitudes and actions.</p>	<p><b>How does learning about this religion cause believers and you to explore further, question, challenge an understanding of the world and your place in it.</b></p> <p>Relate, express and reflect how their thoughts and opinions may differ from others and why.</p> <p>Describe, examine and illustrate their own ideas about the answers to ultimate questions.</p> <p>Express, debate and defend their own</p>
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					<p>values and remain respectful of differing values.</p> <p>Investigate, present and appraise why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>Recognise, express and relate feelings about their own identities and other religious beliefs or teachings. (including Humanism/Atheism)</p>
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<p><b>Religious Sources</b></p> <p><b>S</b></p>	<p>To understand the impact of books, scriptures, readings and other religious objects and symbols that are used to convey beliefs.</p>	<p>Name some religious symbols.</p> <p>Recognise, name and describe key artefacts, places and practices.</p>	<p>Identify, summarise and investigate the meaning of some religious symbols.</p> <p>Recognise, investigate and explain artefacts, places and practices.</p>	<p>Name, compare and appraise religious buildings and their use.</p> <p>Recall, interpret and compare religious artefacts and why they are used.</p> <p>Identify, summarise and articulate religious symbolism in literature and the arts.</p> <p>Support, explain and justify answers by referring to religious</p>	<p>Demonstrate, articulate and fully understand the value of sacred buildings and art.</p> <p>To interpret religious sources, debate controversies and analyse their interpretations.</p>
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