



Two Mile Ash School Religious Education



INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

At TMA we aim to give the children a vast knowledge and deep understanding across a wide range of religions and beliefs. We promote our children to be highly reflective of the religions that are taught and link this to their own personal beliefs, meaning and purpose. In addition to this, we encourage children to ask significant questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. Above all, we foster a safe environment where children are free to share beliefs, values, practice and way of life.

Celebrating Religious Festivals

As a school, we are very proud of the diversity in our community. As a result, we have decided to celebrate religious festivals throughout the academic year. Within these celebrations, children will be learning all about the key traditions and values of each religion as well as understanding why each festival is so important to that religion.

We will be starting with Diwali which is celebrated this year on the 14th November 2020. Look out for pictures of the day coming soon!

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Confident Individuals

Responsible Citizens

Successful Learners

RE

- To understand beliefs and teachings

- To understand practices and lifestyles

- To understand how beliefs are conveyed

- To reflect

- To understand values

Long Term Plan (What's taught when)



RE Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 Christianity</u></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Identify religious artefacts and buildings and explain how and why they are used. Explain some religious practices of both clerics and individuals. Understand how Christians celebrate the birth of Jesus <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. Identify features of a church. To recall the Christmas story 	<p><u>Year 3 Christianity</u></p> <p><u>EO: To identify religious artefacts and buildings and explain how they are used.</u></p> <ul style="list-style-type: none"> Identify features of a church and how it changes during festivals. <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Give some reasons why religious figures may have acted as they did. <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. 	<p><u>Year 3 Christianity</u></p> <p><u>EO: To understand beliefs and teachings</u></p> <ul style="list-style-type: none"> To refer to religious figures to explain answers Present the key teaching and beliefs of a religion <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> Describe how some of the values held by communities or individuals affect behaviour and actions <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Give some reasons why religious figures may have acted as they did Show an understanding that personal experiences and feelings influences attitudes and actions <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour -Adam and Eve

Year 4 Hinduism

EO: To understand how beliefs are conveyed

- Identify religious symbolism in literature and in arts

EO: To understand practices and lifestyles

- Identify religious artefacts and buildings and explain how and why they are used.
- Explain some of the religious practices of both clerics and individuals

EO: To reflect

- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.

Year 4 Hinduism

EO: To reflect

- Explain how beliefs affect people's behaviours

EO: To understand beliefs and teachings.

- Present the key teachings and belief of a religion, making reference to religious figures.
- Present the key teachings and belief of a religion, making reference to religious figures.

EO: To understand how beliefs are conveyed.

- Identify religious symbolism in literature and the arts.

EO: To understand values.

- Discuss and give opinions on stories involving moral dilemmas.

EO: To understand practices and lifestyles.

- Explain some religious practices of both clerics and individuals.

Year 4 Hinduism

EO: To reflect

- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Ask questions that have no universally agreed answers.
- Give some reasons why religious figures may have acted as they did.

EO: To understand practices and lifestyles

- Explain some religious practices of both clerics and individuals.

EO: To understand beliefs and teachings

- Present the key teachings and beliefs of a religion



RE

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> To explore what we know and what we will learn Explain how some teachings and beliefs are shared between religions To understand the role of the Torah within Judaism and To understand that the Torah is special to Jews and that it is written in Hebrew <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs - symbols/ Abraham/ synagogue <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Explain ideas about some answer to ultimate questions and why answers may differ between individuals. 	<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Explain some of the different ways that individuals show their belief <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community Show an understanding of the role of a spiritual leader. To begin to understand the significance of Sukkot. To develop understanding of the Torah as a cause for celebration. <p><u>EO: To reflect</u></p> <ul style="list-style-type: none"> Recognise and express feelings about their own identities. <p><u>EO: To understand values</u></p> <ul style="list-style-type: none"> Express their own values and remain respectful of those with different values 	<p><u>Year 5 Judaism</u></p> <p><u>EO: To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> To explain the practices and lifestyles involved in belonging to a faith community. To identify and begin to describe the similarities and differences within and between religions. <p><u>EO: to understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs. <p><u>EO: To understand beliefs and teachings.</u></p> <ul style="list-style-type: none"> Explain how religious beliefs shape the lives of individuals and communities.

Year 6 Islam

EO: Reflect

- Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings

EO: To Understand Beliefs and Teachings

- Explain how some teachings and beliefs are shared between religions.
- Explain how religious beliefs shape the lives of individuals and communities.
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Year 6 Islam

EO: To understand practices and lifestyles

- To describe the meaning of community
- To understand how the importance of community is reflected in the Muslim beliefs

EO: To understand beliefs and teachings

- To explain how religious beliefs shape the lives of individuals and communities
- Explain the practices and lifestyles involved in belonging to a faith community.

EO: To understand how beliefs are conveyed

- Explain some different ways that individuals show their beliefs

EO: To reflect

- Recognise and express feelings about one's own identities

Year 6 Islam

EO: To understand beliefs and teachings

- To explain how religious beliefs shape the lives of individuals and communities

EO: To understand how beliefs are conveyed

- Explain some of the different ways that individuals show their beliefs.

EO: To understand practices and lifestyles

- Explain the practices and lifestyles involved in belonging to a faith community
- Show an understanding of the role of a spiritual leader

EO: To Reflect

- To recognise and express feelings about their own identities
- Relate these to religious beliefs or teachings
- Explain why their own answers to ultimate questions may differ from those of others.
- Recognise and express feelings about their own identities.

EO: To understand values

- Express their own values and remain respectful of those with different values.

Why this, why now, what is next?

Why is RE taught this way?

(Contextual design and drive)

At TMA we use the locally agreed syllabus to inform our planning. MK has at least 51% Christian. The rest are of different religious denominations. This is reflected in the faiths that we have chosen to follow in each year group, constantly comparing with the Christian faith

What research informed your curriculum design?

Our research indicated that the key to an effective RE curriculum is to incorporate a balance between these three disciplinary areas. Where the RE curriculum incorporated a balance of 'believing', 'living' and 'thinking' across a unit of study, an academic year, a phase or a key stage, students were far more secure in their knowledge and understanding, were better able to connect threshold concepts, were more receptive to a diversity of views and were deeper thinkers; in other words, they were more religiously literate. Moreover, teachers felt more secure in their understanding of why RE belongs on the school curriculum and what good RE looks like. They were also more consciously aware of the need to think about how an RE curriculum is constructed in order to produce religiously literate students.

Progression of Knowledge and Skills



RE



Essential Objective: To understand beliefs and teachings

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Knowledge	<ul style="list-style-type: none">• Describe some of the teachings of a religion.• Describe some of the main festivals or celebrations of a religion.	<ul style="list-style-type: none">• Present the key teachings and beliefs of a religion.• Refer to religious figures and holy books to explain answers	<ul style="list-style-type: none">• Explain how some teachings and beliefs are shared between religions.• Explain how religious beliefs shape the lives of individuals and communities.

Essential Objective: To understand practices and lifestyles

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Knowledge	<ul style="list-style-type: none">• Recognise, name and describe some religious artefacts, places and practices.	<ul style="list-style-type: none">• Identify religious artefacts and explain how and why they are used.• Describe religious buildings and explain how they are used.• Explain some of the religious practices of both clerics and individuals.	<ul style="list-style-type: none">• Explain the practices and lifestyles involved in belonging to a faith community.• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.• Show an understanding of the role of a spiritual leader.


Essential Objective: To understand how beliefs are conveyed			
	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Knowledge	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs.

Essential Objective: To reflect			
	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<ul style="list-style-type: none"> Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Communicate their own ideas about the answers to ultimate questions.
Knowledge	<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. 	<ul style="list-style-type: none"> Explain why their own answers to ultimate questions may differ from those of others.


Essential Objective: To understand values

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills		<ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Express their own values and remain respectful of those with different values.
Knowledge	<ul style="list-style-type: none"> • Identify how they <u>have to</u> make their own choices in life. • Explain how actions affect others. • Show an understanding of the term '<u>morals</u>'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals <u>may have a different view</u> of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (<u>i.e.</u> wanting to act in a certain way despite rules).

Example Knowledge organiser



Year 3 Summer 2 RE Knowledge Organiser



Essential Objectives:

- To understand beliefs and teachings
- To understand values
- To reflect
- To understand the beliefs and teachings

KNOWLEDGE

Understand religious figures and their beliefs to explain answers to various questions

Describe how some of the values held by communities or individuals affect behaviour and actions

Explain some reasons why religious figures may have acted as they did

Show an understanding that personal experiences and feelings influences attitudes and actions

Explain how beliefs about right and wrong affect people's behaviour

SKILLS

- Reflection
- Empathise
- Question
- Debate
- Interpret

Key vocabulary

Lectern: a tall stand with a sloping top to hold a book or notes, from which someone, typically a preacher or lecturer, can read while standing up.

Altar: the table in a Christian church at which the bread and wine are consecrated in communion services.

Pray: address a prayer to God or another deity.

Ichthus: a representation of a fish used in ancient times as a pagan fertility talisman or amulet


Apostle: each of the twelve chief disciples of Jesus Christ.

Pentecost: the Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter.

Persecution: hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.

Disciples: a personal follower of Christ during his life, especially one of the twelve Apostles.

Followers: a person who supports and admires a particular person or set of ideas.




Link From	Link To
KS1 - Christianity and Judaism stories that children have listened to learn about different celebrations.	Y4 - Learn about festivals and celebrations in the Hindi faith and compare with Christianity

Cross curricular knowledge links:

- SMSC (Spiritual)-Reflect on own beliefs that build interest in and respect for different faiths, feelings and values.
- SMSC (Moral) – Build views on issues to understand and appreciate the viewpoints of others.
- SMSC (Social) – Use a range of social skills by working and socialising with different religious and ethnic backgrounds.
- SMSC (Cultural)- Explore and improve understanding of and showing respect for different faiths and cultures.

Example Knowledge organiser

Year 4 Summer Hinduism Knowledge Organiser



Essential Objectives:

- To reflect
- To understand practices and lifestyles.

Key vocabulary

Faith: complete trust or confidence in someone or something.

Worship: the feeling or expression of reverence and adoration for a deity.

Shrine: a place regarded as holy because of its associations with a divinity or a sacred person or relic

Pilgrimage: a pilgrim's journey.

Celebrate: acknowledge (a significant or happy day or event) with a social gathering or enjoyable activity.

Festival: a day or period of celebration, typically for religious reasons.

Holy: dedicated or consecrated to God or a religious purpose; sacred.

KNOWLEDGE

Understand how religious leaders inspire their followers

Explore how Hindus practice their faith


Understand pilgrimages and the effects on individuals.

Understand how faith communities improves the lives of individuals

Understand how Hindus show commitment to their religion

Explore what Hindus believe about life after death

Describe important celebrations in Hinduism



SKILLS

Identify



Understanding

Present

Discuss

Explain

Reflection

Link From	Link To
Y3 - Discussion of Jesus and his disciples (The Last Supper); the crucifixion and resurrection of Jesus; linking this to values and morals and right or wrong.	Y5 - Festivals and celebrations in the Jewish faith with explanations why and how each one is celebrated.

Cross curricular knowledge links:

- SMSC (Spiritual)-Reflect on own beliefs that build interest in and respect for different faiths, feelings and values.
- SMSC (Moral) - Build views on issues to understand and appreciate the viewpoints of others.
- SMSC (Social) - Use a range of social skills by working and socialising with different religious and ethnic backgrounds.
- SMSC (Cultural)- Explore and improve understanding of and showing respect for different faiths and cultures.
- English: To ask and answer questions
- PSHE- Teaching tolerance of others beliefs
- Personal development- Developing confidence and critical thinking.

Retrieval grid Example

Year 3 Autumn Retrieval Grid: Christianity

Name 4 different religions?	What do Christians do to celebrate Christmas?	What does a Christingle symbolise?	What is a Bible?	How is Diwali celebrated?
What is used to make up a Christingle?	Who is Jesus and why is He important in the Christian religion?	Why is the Bible important to Christians?	What happens in the Christmas story?	How do Christian people celebrate Christmas?
What gifts did the THREE wise men give?	The red ribbon on the Christingle represents.....	Who were Mary and Joseph?	The orange in a Christingle represents	Why is Diwali celebrated?
Where do Christian people worship?	Which artefact is important during the Hanukah celebrations?	List (5?) features found in a church?	Who celebrates Eid?	What does the word Advent mean?
2 Marks (Last lesson Lesson 5)	3 Marks (two weeks ago Lesson 3/4)		4 Marks (A month ago Lesson 1/2)	5 Marks (Prior learning)

Retrieval grid Example

Year 5 Autumn Retrieval Grid: Judaism

What was the name of Abraham's son?	Can you name 3 of the 10 commandments?	What is the name of a symbol in Hinduism?	Why is the Torah important?	What did God promise Abraham?
What does 'Om' mean?	What does the star of David represent?	What is the name of the land that Abraham found?	What language is the Torah written in?	Name one festival celebrated in Hinduism.
What is used to read the Torah?	Who was the person who led peaceful protests in India?	What are 4 main religions in the world?	What was Abraham's wife called?	What is the name of the Jewish state?
Why do we learn R.E?	What did God replace Isaac with during the sacrifice?	How many God's do Jewish people believe in?	What do all religions teach their followers?	Where do Jewish people go to pray?
2 Marks (last Lesson)	3 Marks (two weeks ago)	4 Marks (A month ago)	5 Marks (prior learning)	

Vocabulary Progression



RE



MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6	
Christianity	rules	Judaism	liberal
service	pilgrimage	moral	progressive
Easter	significant	society	Jerusalem
holy	celebrate	Synagogue	prayer
Jesus	festival	Torah	celebrate
moral	Diwali	Old testament	services
belief	Pongal	Rabbi	special
celebrate	Makara	Christian	blessings
God	Sankranti	Church	Shabbat
resurrection	Lohari	Jesus	express
Christmas	Holi	bible	inspired
birth	Basant	new testament	Hebrew
Christingle	Panchami	vicar	Rosh Hashanah
love	Rama	priest	Yom kippur
hope	Navami	prayer	Hanukkah / Hanukkah
peace	Baisakhi	Star of David	Sukkot
prayer	Namaste	symbols	symbol
express	soul	Passover	Islam
symbols	Brahman	belief	Faith

beliefs	Upanishads
Hinduism	gods
special	represent
purpose	avatar
faith	mantra
impact	The Gita
worship	influenced
mandir	yoga
shrine	experience
Christians	Rangoli
loving	holy
tradition	scriptures
chant	mantra
bible	Aum
church	vegetarian
cathedral	
advent	
font	
nativity	
Jerusalem	
Disciple	
The last Supper	
crucifixion	
crucifix	

Exodus	Muhammad
Baptist	belief
Methodist	special
Abraham	Monotheistic
ark	Muslim
Bimah	Allah
Havdalah	mosque
Israel	prophet
Jews	
Moses	
seder	
synagogue	

What is taught in Year 2 or KS1?

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials.

What is taught in Year 7 and Beyond

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Assessment Criteria



Religious Education

Milestone 2



RELIGIOUS EDUCATION - MILESTONE 2

Essential Objective: To understand beliefs and teachings

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Present the key teachings and belief of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.

RELIGIOUS EDUCATION - MILESTONE 2

Essential Objective: To understand practices and lifestyles

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.	Religious artefacts and building are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
Explain some religious practices of both clerics and individuals.	When encouraged, some good examples of explanation of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.

RELIGIOUS EDUCATION - MILESTONE 2

Essential Objective: To understand how beliefs are conveyed

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.	Good, well-explained examples of religious symbolism in literature and the arts are given in a range of contexts.

RELIGIOUS EDUCATION - MILESTONE 2

Essential Objective: To reflect

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal	There is a growing awareness of, and good examples provided for, personal experiences	Good, well-explained examples of personal experiences and feelings, and

	experiences and feelings influence attitudes and actions.	and feelings and how they influence attitudes and actions.	how they influence attitudes and actions, are given in a wide range of contexts.
Give some reason why religious figures may have acted as they did.	When encouraged, some reasons why religious figures may have acted as they did are given.	Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.	Carefully reasoned and well-explained examples, which refer to the teachings of a religion, describe why religious figures may have acted as they did.
Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.

RELIGIOUS EDUCATION - MILESTONE 2

Essential Objective: To understand values

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Explain how beliefs affect people's behaviour	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.
Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.



Religious Education

Milestone 3



RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To understand beliefs and teachings

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions.	Generally, beliefs that are shared between religions are identified and explained.	Beliefs are shared between religions are identified and any variations to a general belief are analysed and explained.
Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.

RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To understand values

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Explain why different religious communities or individuals may have different views of what is right and wrong.	There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.	There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.	There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for different views of what is right and wrong.
Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.	There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.	The word 'integrity' and how this applies to one's own decisions.
Express own values and remain respectful of those with different values.	With support, personal values are explored.	There are some good examples of articulation of personal values and respect for those with different values.	Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.

RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To understand practices and lifestyles

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted.	Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.	Well-chosen and detailed examples are provided for similarities and differences in lifestyles of different faith groups.
Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader.	There is some interesting exploration and recognition of aspects of the role of a	There is a good understanding of, and excellent examples provided for, the

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	spiritual leader.	wide and varied role of a spiritual leader.
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RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To understand how beliefs are conveyed

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.	There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.

RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To reflect

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings	In structured discussions the concept of identity is explored and related to religious beliefs and teachings.	There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.	Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.
Explain ideas about some answer to ultimate questions and why answers may differ between individuals.	There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.	There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers between individuals.	Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.

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