



Religious Education at Spring Hill

Milestone 1		Milestone 2	Milestone 3	Milestone 4
Key Learning EYFS <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 				
Threshold concept				
Knowing about and understanding religions and world views	Beliefs and Values This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities.	Year 1 <ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment Year 2 <ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values 	Year 3 <ul style="list-style-type: none"> Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer Year 4 <ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority 	Year 5 <ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity Year 6 <ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions



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	<p>Living Religious Traditions This refers to the ways in which people who are, for example, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves <p>Year 2</p> <ul style="list-style-type: none"> • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions 	<p>Year 3</p> <ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs <p>Year 4</p> <ul style="list-style-type: none"> • Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices 	<p>Year 5</p> <ul style="list-style-type: none"> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism contained in stories, images and actions <p>Year 6</p> <ul style="list-style-type: none"> • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression
<p>Expressing and communicating ideas related to religious and world views</p>	<p>Shared Human Experience This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives <p>Year 2</p> <ul style="list-style-type: none"> • Identify things that influence a person's sense of identity and belonging 	<p>Year 3</p> <ul style="list-style-type: none"> • Describe how some people, events and sources of wisdom have influenced and inspired others <p>Year 4</p> <ul style="list-style-type: none"> • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives 	<p>Year 5</p> <ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities <p>Year 6</p> <ul style="list-style-type: none"> • Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life



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<p>Search for Personal Meaning This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This threshold concept will contribute to the provision of spiritual, moral, social and cultural development.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Ask questions • Talk about their own experiences <p>Year 2</p> <ul style="list-style-type: none"> • Ask relevant questions • Talk about their own identity and values 	<p>Year 3</p> <ul style="list-style-type: none"> • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?' <p>Year 4</p> <ul style="list-style-type: none"> • Reflect on their own personal sources of wisdom and authority 	<p>Year 5</p> <ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance <p>Year 6</p> <ul style="list-style-type: none"> • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self-awareness' in their own personal development
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