

Minchinhampton C of E Primary Academy Milestones – RELIGIOUS EDUCATION

	By the end of KS1	By the end of LKS2	By the end of UKS2
Christianity	<p>Retell the Creation story (Genesis 1) and know what it tells Christians about the natural world and what it shows about God. Say how Christians show their care for the planet</p> <p>Discuss and give reasons why belief in God might affect how people treat each other and the world</p> <p>Recognise that stories of Jesus's life come from the Gospels</p> <p>Children able to retell Jesus's parables eg The Good Samaritan, The Lost Sheep, The Lost Son</p> <p>Retell Nativity story – KS1 annual Nativity performance Experience Christmas and service at the Church</p> <p>Say how the Nativity story is used by Christians to guide beliefs and actions at Christmas</p> <p>Describe what to be thankful for</p> <p>Tell stories of Holy Week and Easter linking with Salvation. Easter service at Holy Trinity Church. Experience Easter</p>	<p>Place concepts of God and Creation on a timeline</p> <p>Link Genesis creation to Christian beliefs</p> <p>Describe how The Fall in Genesis 3 gives an explanation for things going wrong</p> <p>Describe why/how Christians pray</p> <p>Identify texts from the Gospels, telling the life of Jesus (Jesus heals the sick)</p> <p>Give examples of Christian leaders trying to show love for all</p> <p>Link Pentecost with Christian belief in Kingdom of God</p> <p>Describe events in Acts 2 (Pentecost) and describe what it might mean.</p> <p>Link Pentecost to belief in Holy Spirit</p> <p>Identify why Christians believe the world is not always a good place and how they can make it a better place/ heal it</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p>	<p>Describe what type of text and purpose is Genesis 1 (Creation)</p> <p>Suggest meanings of Genesis 1 in context</p> <p>Connect Genesis 1 with Christian beliefs of creator God</p> <p>Describe how science and faith may complement each other</p> <p>Describe key ideas in Genesis 1 and discuss their helpfulness</p> <p>Discuss whether Genesis 1 is complementary or conflicting with science</p> <p>Describe features of Gospel texts</p> <p>Describe meanings of Gospel texts studied for Christians, others and personally</p> <p>Connect Gospel texts with how Christians aspire to live</p> <p>Connect Christian teachings with issues problems and opportunities in today's world</p> <p>Discuss issues studied, taking account of different points of view</p> <p>Connect biblical text and Kingdom of God</p> <p>Discuss different possible meaning for biblical texts</p> <p>Connect concept of Kingdom of God with Christians beliefs in practice</p> <p>Discuss how Christians put beliefs into practice today</p> <p>Discuss personal responses to the importance of love and service in today's world</p> <p>Relate the kingdom of God to issues in today's world</p>

		<p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make links between the story of Noah and the Flood and the idea of covenant</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Explain the place of Incarnation and Messiah within the bible</p> <p>Identify Gospel and prophecy texts and connections with incarnation and messiah</p> <p>Identify different types of Biblical texts and link to what Christians believe about God</p> <p>Show how Christians put their beliefs into practise in worship</p> <p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>
Islam	<p>Recognise importance of words of Shahadah for Muslims</p> <p>Identify key muslim beliefs about God in Shahadah and 99 names</p> <p>Give examples of how muslims use Shahadah to show what is important</p> <p>Give examples of how muslims use the stories about the Prophet Muhammed to guide them (The Prophet and the Ants, The Crying Camel)</p> <p>Give examples of muslim belief about prayer – visitors coming in and explaining life as a muslim.</p> <p>Discuss whether prayer, respect and celebration and self-control are good beyond Islam P4C</p>	<p>Describe Islamic beliefs in God</p> <p>Link Islamic beliefs with ibadah</p> <p>Discuss the value of submission and self control</p> <p>Link Islamic idea of living in harmony with creator</p> <p>Visit to a Mosque and talk from Imam</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Quran</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (5 pillars, Hajj, following examples of the prophet)</p> <p>Make clear connections between Muslim beliefs and ibadah</p> <p>Consider and weigh up the value of submission, generosity, self-control and worship for Muslims in Britain today</p>

<p>Judaism</p>	<p>Recognise words of Shema as Jewish prayer Retell stories used in Jewish celebrations (Moses for Passover) Give examples of how stories at celebrations reveal what God is like (David and Goliath) Jewish artefacts to explore and examine</p>	<p>Describe Jewish beliefs about God, sin and forgiveness Make links between Exodus and Jewish relationship with God Describe how Jewish beliefs impact on Jewish people today Jewish worship and festivals</p>	<p>Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make connections between Jewish beliefs and the Torah and Jewish commandments</p>
<p>Hinduism</p>		<p>Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. Visit to a Hindu Temple Describe how Hindus show their faith in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p>	<p>Identify and explain key Hindu beliefs Explain how the story of the man in the well relates to Hindu beliefs Link beliefs in karma, dharma, samsara and moksha to the ways Hindus live Connect the four Hindu aims of life and the four stages with karma, dharma, samsara and moksha Describe how Hindus show beliefs in different ways Discuss how Hindu beliefs are important to their way of life Discuss was impact belief in karma and dharma might have on individuals in the world</p>

Other	<p>Describe how loving each other is important in many communities</p> <p>Identify ways to show belonging in marriage and baptism</p> <p>Discuss how people express their identity in communities, including their differences</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p>	<p>HUMANISTS/HUMANISM</p> <p>To investigate the links between their own beliefs, those of a Christian and those of a humanist.</p> <p>To learn from the actions of a Humanist about what makes an action good or bad</p>
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