



LEVENS CE SCHOOL

Curriculum Milestones- Religious Education

Understanding the World			
End of EYFS	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.		
Cumbria Agreed Syllabus Progressive Aims of RE			
	INFORMED - Know About and Understand A1 Describe, explain and analyse beliefs and practices , recognising the diversity which exists within and between communities and amongst individuals. A2 Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews. A3 Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	EXPRESSIVE - Express and Communicate B1 Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. B2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. B3 Appreciate and appraise varied dimensions of religion.	ENQUIRING AND REFLECTIVE - Gain and Deploy Skills C1 Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively . C2 Enquire into what enables different communities to live together respectfully for the well-being of all. C3 Articulate beliefs and values and commitments clearly in order to explain reasons why they may be important in their own lives and other people's lives .
Year 1	<ul style="list-style-type: none"> • Begin to recall and name different beliefs and practices, including festivals, worship rituals and ways of life. • Begin to retell and talk about religious and moral stories, sacred writings and sources of wisdom. • Begin to recognise some different religious symbols and words. 	<ul style="list-style-type: none"> • Begin to respond to questions about what communities do. • Begin to notice different ways of expressing identity and belonging, beginning to respond for themselves. • Begin to notice some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> • Begin to explore questions about belonging, meaning and truth through words, music, art or poetry. • Notice and find out about different people of the world. • Begin to find out about questions of right and wrong.
Year 2	<ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship rituals and ways of life, in order to find out about the meanings behind them. • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. • Recognise some different symbols, words and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> • Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Notice and respond sensitively to some similarities between different religions and worldviews. 	<ul style="list-style-type: none"> • Explore questions about belonging, meaning and truth and respond using words, music, art or poetry. • Find out about and respond with ideas to examples of co-operation between people who are different. • Find out about questions of right and wrong and begin to explore their ideas and opinions in response.

Year 3	<ul style="list-style-type: none"> Describe and show understanding of the beliefs and practices of different religions and worldviews. Describe what a believer might learn from a religious story or sacred text. Use religious vocabulary and symbols to describe some of the ways of life and ways to express meaning. 	<ul style="list-style-type: none"> Ask and respond, with reasons, to varied questions about what communities do so they can identify what different belonging to a community might make. Begin to recognise how people of faith value commitment to a community of faith or belief. Respond thoughtfully to similarities between different religions and worldviews. 	<ul style="list-style-type: none"> Ask important questions about life and compare ideas with those of other people, expressing meaning using words, music or art. Find out about and respond with reasoned ideas to examples of co-operation between people who are different. Begin to notice a range of responses to questions of right and wrong and explore their own ideas and opinions.
Year 4	<ul style="list-style-type: none"> Make links between beliefs of different religions and worldviews studied and show how these are connected to people's life choices. Describe what believers might learn from a variety of religious stories or sacred texts. Use religious vocabulary and symbols increasingly confidently to describe ways of life and ways to express meaning. 	<ul style="list-style-type: none"> Begin to explain the meanings and significance behind what individuals and communities do to belong. Recognise how people of faith value commitment to a community of faith or belief. Reflect and respond thoughtfully to similarities and notice differences between different religions and worldviews. 	<ul style="list-style-type: none"> Begin to apply their own and others' ideas about important questions about ways of living and expressing meaning using a range of media. Find out and begin to consider ideas about ways in which communities can live together and co-operate. Begin to discuss a range of responses about ethical questions and express their own ideas in response.
Year 5	<ul style="list-style-type: none"> Suggest reasons for similar and different beliefs and worldviews people hold. Respond to a range of sources of wisdom, beliefs and teachings in different communities. Begin to explain the meaning and significance of religious vocabulary and symbols in the lives of individuals and communities. 	<ul style="list-style-type: none"> Observe and begin to verbalise examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities. Begin to recognise the value and challenges of commitment to a community of faith or belief. Begin to observe the impact of religion, in exploring similarities and differences between different religions and worldviews. 	<ul style="list-style-type: none"> Present their views and those of others about meaning, purpose and truth using a range of different forms including music, art and poetry. Consider and begin to apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and begin to apply their own and others' ideas about ethical questions and express their own ideas clearly in response.
Year 6	<ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 	<ul style="list-style-type: none"> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in the own lives. Observe and consider dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. 	<ul style="list-style-type: none"> Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and that is just and fair, and express their own ideas clearly in response.