

LEVENS CE SCHOOL
Curriculum Milestones- Religious Education

	Foundation Stage
	Pupils are able to describe and talk about special events for themselves, family and friends. They understand that things are important to them are not always important to their friends. They can talk about similarities between their own beliefs and the beliefs of other people. They show respect for the beliefs of others. Children are beginning to use some technical language linked to the study of religion. They can recall some facts about the religions that they have studied. They can links some artefacts to the practices of the religions that they have studied.
Year 1	Pupils are able to talk about some of the beliefs, stories, artefacts and practices of the religions that they have studied. They have an increasing understanding that some people do not have a faith. Children are beginning to answer their own questions about belief. They use some of their knowledge in order to talk about how people might show respect to people of faith.
Year 2	Pupils are able to recall some of the beliefs, stories, symbols, artefacts and practices of different religions and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people. They are able to investigate features of religious and non-religious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.
Year 3	Pupils are able to recall the main stories, symbols, artefacts and beliefs of the religions they have studied. They have an increasing awareness that not everyone has a faith. They are able to talk about the differences between denominations of Christianity. They are able to investigate features of religious and non-religious worldviews by asking their own questions about them; talk about what is important to them to other people with respect for feelings and provide a good reason for the views they have and the connections they make.
Year 4	Pupils are able to describe what believers might learn from the significant texts/writings and other aspects being studied; describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions both local and more widely; describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used. They are able to investigate different ideas about God and humanity; ask important questions about the practice of faith and compare different possible answers; express their own ideas about how to lead a good life, recognising that others may think differently, and provide good reasons for the view they have and the connections they make.
Year 5	Pupils are starting to make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts. They investigate and make links between some stories and symbols from religious and non-religious worldviews and their guidance on how to live a good life.
Year 6	Pupils make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts. They investigate and make links between some stories and symbols from religions and non-religious worldviews and their guidance on how to live a good life; describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions, providing good reasons for the views they have and the connections they make whilst recognising that others may think differently.

