

RE Milestones and Progression

EYFS	KS1	KS2a	KS2b
<p>By the end of EYFS, children will begin to make sense of their community.</p> <p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, diverse world.</p>	<p>By the end of KS1, children should be able to develop their creativity by being imaginative and explorative. They will understand that God is perceived in both similar and distinct ways by different religious traditions. They will begin to appreciate that beauty can take many forms. They will do this by exploring the natural world as it is both beautiful and vulnerable and understand that everyone has a role in caring for it.</p> <p>Children will explore the concept of compassion through caring for others, animals and the environment. They will be able to understand that giving thanks to God and to others is important. Children will be able to explore that the pain and suffering of others can instigate positive responses from people and that being merciful towards and forgiving of others is important.</p> <p>Children will explore the concept of choice through knowing that people can choose to act in a fair or unfair manner. They will understand that rules express and facilitate relationship both with the rule-giver and with society. They will begin to understand how responses to emotions and feelings can control and modify our behaviour and result in the choices we make.</p>	<p>By the end of KS2a, children will develop their creativity through studying creation stories from several religious traditions. They will begin to appreciate that expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities. They will learn that Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.</p> <p>Children will explore the concept of compassion through understanding that caring for others, animals and the environment is a recognition of responsibility. Practises designed to meet these responsibilities exist in many traditions. They will understand that giving and sharing is an important part of living in society and that giving is a high priority in most traditions. They will explore the strong motivations within traditions for the relief of suffering e.g poverty. They will begin to understand that forgiveness is the restoration of a relationship despite hurt caused.</p> <p>Children will explore the concept of choice through knowing that all rules do not always apply to everyone. They will begin to identify that most traditions adopt a moral code.</p> <p>They will explore that sometimes listening is more important than expressing their own opinions. The impact of any and every 'audience' upon behaviour.</p>	<p>By the end of KS2b, children will develop their creativity through exploring that artistic freedom and the freedom of thought are highly valued in modern day Britain. This unit raises questions about limitations imposed by religious traditions. They will understand that religious joy is often, but not always about partying. In many Traditions joy can also be found in self-denial and obedience. Heartfelt gratitude is more than mere 'manners' as It can lead to radical changes in behaviour.</p> <p>Children will explore the concept of compassion through understanding that the family unit is the primary caring structure in society. Traditions acknowledge this in wedding services and marriage practises.</p> <p>They will understand that giving can take the form of hospitality or volunteering. They will have a deeper exploration of motivations to relieve suffering and understand that mercy is the removal of the threat of punishment despite the offence given.</p> <p>Children will explore the concept of choice through knowing that some rules originating in religious traditions underpin the rules of law whilst others contradict and conflict with it. Some individuals adopt one consistent moral code however, others address questions of morality individually on each occasion. They will begin to understand that</p>

	<p>Children will begin to learn about being a part of a community through looking at similarities and differences between themselves and others. They will learn about how naming and welcoming ceremonies offer a sense of belonging and inclusion within the wider community.</p> <p>Children will explore the concept of commitment by understanding that the world can be made a better place in the future by current decisions and actions. They will then explore hopes for the future - future careers, aspirations. From this explore the meaning of courage and bravery.</p> <p>Children will learn about contemplation through understanding that for some people, life's questions can be answered through the reading and study of scripture. They will learn that telling the truth is not always easy, but it is still important. They will explore that sometimes silence and stillness can be more important than activity.</p>	<p>Children will begin to learn about being a part of a community through looking at unity. Unity is encouraged by like-minded activity and disunity occurs from breakdown in communication. Children will understand that participation in the activities of Religious Traditions requires involvement and engagement. They will have an opportunity to explore the commitment of Holy Communion and the betrayal of Jesus by Judas Iscariot. Children will explore the concept of commitment by understanding that hope for the future may be focussed on our lifetime, or that of the next generation. They will understand that men and women of conviction have made, and continue to make, 'a difference'. They will begin to understand that being courageous means to speak up and stand up for what we believe to be right, in spite of our fear of the consequences. Children will learn about contemplation through acknowledging that most Religious Traditions base their understanding of God upon the writings in their own Scriptures. This Unit helps raise pupils' awareness of the range of religious writing and viewpoints. They will learn that honesty is considered very important by most people, whether or not they believe in an all-knowing God. They will explore that God may or may not 'be there'. God may or may not 'speak'. Only those who have tried to listen to God can make any claim to know the answer.</p>	<p>people take personal responsibility for their own behaviour by choosing those who will influence them.</p> <p>Children will begin to learn about being a part of a community through exploring the Christian view of Easter and key elements of Islam teaching about those events. They will understand that diversity and individuality both have their place in unity and harmony Motivation for leadership in traditions focuses more on responsibility and service rather than prestige and reward. Children will explore the concept of commitment by exploring internal and external aspects of friendship; both to people and to Jesus. They will understand that the way we live may be influenced by our views of this lifetime in terms of the totality of our existence. Being courageous is to live confidently according to our beliefs, among others who may believe and behave differently. Children will learn about contemplation to promote deeper consideration of honesty. In particular, that our reactions to truth and to dishonesty are often highly charged and inconsistent. In some traditions, perfection is a standard that is hard, if not impossible for an ordinary person to achieve without divine intervention. They will learn that Traditions often use language poetically. 'Listening' to God usually refers to attentiveness, not necessarily that God makes a sound. God is often thought to 'speak' through Scripture.</p>
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Y1	<p>Creating Inclusion Identity and Belonging Naming ceremonies</p> <p>Being Thankful Harvest Thank you prayers Specialness of humans</p>	<p>Being Modest and Listening to Others Jesus at the temple Suleman (Solomon) and the ant Our ability to listen, reason and understand</p> <p>Expressing Joy Christmas – Angel Gabriel and Shepherds Holi Simchat Torah</p>	<p>Being Fair and Just The wisdom of King Solomon Refugees Quaswa the camel</p> <p>Being Accountable and Living with Integrity The story of Jonah Yom Kippur The story of Yunus (Jonah)</p>	<p>Being Courageous and Confident David and Goliath The story of Hamza Courageous with illness</p> <p>Being Loyal and Steadfast Easter and Peter as a friend</p>	<p>Remembering Roots The origins of the celebration of Eid ul Fitr</p> <p>Being Hopeful and Visionary Hajj rituals The story of the Banyan Tree and the story of Salt in water</p>	<p>Being Curious and Valuing Knowledge Sacred scripture Mezuzah and Shema</p> <p>Being Open, Honest and Truth The story of Joseph The story of King Mahendra's successor</p>
Y2	<p>Living by rules Prayer – ritual cleansing (Wudu) Tying the turban The Torah, giving of the law, the purpose of the commands (Mitzvah) Jesus' key teaching about the law The Golden Rule Shahadah and Salah</p> <p>Being Temperate, Self Disciplined and Seeking Contentment The story of Cain and Abel Fasting during Lent Sawm- fasting during Ramadan</p>	<p>Responding to suffering The story of Jairus' daughter The work of Birmingham City Mission The Prophet's use of miracles The work of Islamic Relief</p> <p>Sharing and Being Generous Christmas – the giving of presents Prophet Isa Succot</p>	<p>Creating Unity and Harmony God as unifying Creator The story of the Good Samaritan Langar - equality Hajj and wearing Ihram Commonalities of human beings</p> <p>Participating and Willing to Lead The importance of individual participation</p>	<p>Caring for Others, Animals and the Environment The Japji Sahib The starfish on the beach story Tu B'Shevat</p> <p>Being Merciful and Forgiving The Parable of the Prodigal Son The parable of the unmerciful servant</p>	<p>Being Attentive to the sacred as well as the precious The importance of quiet reflection: Quaker worship Buddhist shrines</p> <p>Being Reflective and Self Critical The story of Zacchaeus The story of the speck and the plank Prophet Muhammad and influencing others The story of the man in Madinah</p>	<p>Being Imaginative and Exploratory The oneness of God God in many forms - Murti 99 names of Allah Imagery to describe God Exploration Shauvot</p> <p>Appreciating Beauty Praising God The story of Bilal and the call to prayer The Adhan</p>

Y3	<p>Sharing and Being Generous The story of the rich fool The story of Duni Chand Zakah Harvest</p> <p>Caring for Others, Animals and the Environment Stewardship Love for all 5 precepts Ahimsa Keeping Kosher</p>	<p>Creating Unity and Harmony Story of the tower of Babel Prayer 19 Day Feast</p> <p>Participating and Willing to Lead Worship Trinity</p>	<p>Being Fair and Just The story of the Black Stone Bandi Chhor Divas</p> <p>Being Accountable and Living with Integrity Story of the temptation of Iblis Story of Adam and Eve A moral tale (The pudding like a night on the sea) Story of personal accountability</p>	<p>Remembering Roots Pesach, Seder meal and Shabbat</p> <p>Being Loyal and Steadfast The instigation of Holy Communion The role of Judas Iscariot</p>	<p>Being Open, Honest and Truth The story of Naboth's Vineyard The Story of the King's three children Kirat Karni Asteya</p> <p>Being Attentive to the sacred as well as the precious The story of Elijah Silent attentiveness</p>	<p>Being Courageous and Confident Baisakhi The story of Gideon The story of Esther The work of the Street Pastors</p> <p>Being Hopeful and Visionary Martin Luther King Altruism and practical action Hany El Banna – Islamic Relief</p>
Y4	<p>Expressing Joy Diwali – story and celebration, shrines, swastikas, aarti</p> <p>Being Thankful Harvest Naming ceremonies Parents as a gift Sacredness of cows and vegetarianism</p>	<p>Being Reflective and Self Critical Prince Siddhartha and the Four Sights and Four Noble Truths Meditation Prayer Flags</p> <p>Being Curious and Valuing Knowledge Prophecies concerning the birth of Jesus Holy Scriptures Belief in God</p>	<p>Being Modest and Listening to Others The story of the wise and foolish builders Historic and contemporary faith and behaviour stories Salah</p> <p>Creating Inclusion Identity and Belonging Clothes Nishan Sahib Shabbat Pilgrimage</p>	<p>Being Merciful and Forgiving The story of the Unforgiving servant Joseph and his brothers The Easter story</p> <p>Responding to suffering Zakah The Golden Rule The Easter story</p>	<p>Living by rules The Ten Commandments Jesus summary of the 10 Commandments Salah</p> <p>Being Temperate, Self-Disciplined and Seeking Contentment The life of a historical person in relation to their religious views Livity and ital diet Living a monastic life</p>	<p>Being Imaginative and Exploratory/Appreciating Beauty Diversity and uniqueness of the natural world The Big Bang theory Intelligent Design Theory Creation Stories Aum and creation</p>
Y5	<p>Caring for Others, Animals and the Environment Marriage ceremonies - Sikh and Humanist</p>	<p>Being Loyal and Steadfast Charity work</p>	<p>Being Open, Honest and Truthful The story of the Fib Jesus' teachings</p>	<p>Participating and Willing to Lead Leadership and community involvement Mitzvot Day</p>	<p>Being Temperate, Self-Disciplined and Seeking Contentment Turning the other cheek</p>	<p>Being Thankful By words, actions, worship and money</p>

	<p>Sharing and Being Generous</p> <p>The story of Mary and Martha</p> <p>Early church sharing</p> <p>Langar, Sewa and Vand</p> <p>Chakna</p> <p>Volunteer work</p>	<p>Being Hopeful and Visionary</p> <p>Advent and hope</p> <p>Hudaybiyya and peace</p>	<p>Being Attentive to the sacred as well as the precious</p> <p>Quiet time</p> <p>The ability to reason</p>	<p>Being Modest and Listening to Others</p> <p>The story of Jesus washing disciples' feet and contemporary foot washing</p> <p>The Last Supper and explanation</p> <p>Jesus' humility</p> <p>Prophet Isa's (Jesus) ascension</p>	<p>Jesus' reaction to injustice</p> <p>Practice of meditation</p> <p>Accepting personal responsibility</p> <p>Restraining from criticism of others</p> <p>Aparigrapha</p> <p>Being Accountable and Living with Integrity</p> <p>Story of Jesus and the woman</p> <p>Robert Ingersoll – making others happy</p> <p>Bar/Bat Mitzvah</p> <p>The story of Qarun</p>	<p>Being Imaginative and Exploratory</p> <p>Expressions in art and dance</p>
Y6	<p>Living by rules</p> <p>Links between 10 Commandments and UK law</p> <p>Traditions and The Golden Rule</p> <p>Importance of empathy, compassion, reason and respect</p> <p>Being Fair and Just</p> <p>Persecution</p> <p>The story of the woman at the well</p> <p>Jesus' teaching and example of treating others fairly</p> <p>The story of Prophet Daud (David)</p>	<p>Creating Unity and Harmony</p> <p>Value of diversity and teachings about respect</p> <p>Friday Prayers</p> <p>Creating Inclusion</p> <p>Identity and Belonging</p> <p>The importance of names and titles</p> <p>Language and Identity</p>	<p>Remembering Roots</p> <p>Remembrance Day</p> <p>The story of Noah</p> <p>Black Lives Matter</p> <p>Being Courageous and Confident</p> <p>Wearing the Kippah</p> <p>The work of the Street Pastors</p> <p>Baisakhi and Amrit</p> <p>The story of Angulimala</p>	<p>Responding to suffering</p> <p>The work of relief organisations</p> <p>The story of Kisagotami</p> <p>Being Merciful and Forgiving</p> <p>Easter</p> <p>Forgiveness</p>	<p>Expressing Joy</p> <p>Eid ul Fitr and Eid ul Adha</p> <p>Appreciating Beauty</p> <p>The Lord's Prayer</p>	<p>Curious and Valuing Knowledge</p> <p>The importance of Knowledge</p> <p>Holy Scriptures</p> <p>Belief in God</p> <p>Anekantved</p> <p>Being Reflective and Self Critical</p> <p>Loving kindness</p> <p>Spiritual growth</p> <p>Yom Kippur</p> <p>Moksha and Karma – reincarnation/death</p>