

RE Milestones

Key Objectives	Milestone 1	Milestone 2	Milestone 3	Milestone 4
	By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
Beliefs, teachings and sources (AT1)	I can remember a Christian (or other faith) story and talk about it e.g. talk about the story of Diwali	I can tell a Christian (or other faith) story and say some things that people believe e.g. tell the story of the birth of Jesus and say that Christians believe in God.	I can describe what a believer might learn from a religious story e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble.	I can make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities. e.g. ii. connect some sayings of Jesus with different Christian beliefs about animals.
Practices and ways of life (AT1)	I can use the right names for things that are special to Christians or people of other faiths e.g. say "That is a Church" or "She is praying" when my teacher shows me a picture.	I can talk about some of the things that are the same for different religious people e.g. say that Christians and Sikhs both have holy books.	I can describe some of the things that are the same and different for religious people e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g. ii. note that Muslims and Christians both pray but in different ways.	I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation. e.g. ii. compare the ways that Hindus and Buddhists might meditate.
Forms of expression (AT1)	I can recognise religious art, symbols and words and talk about them e.g. "That is a star of David" when my teacher shows me a picture.	I can say what some Christian (or other faith) symbols stand for and what some of the art and music is about e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. ii say that some people dance, sing and/or recite for God.	I can use religious words to describe some of the different ways in which people show their beliefs e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God.	I can express religious beliefs, ideas and feelings in a range of styles and words used by believers and suggest what they mean e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there.
Identity and Belonging (AT2)	I can talk about things that happen to me e.g. talk about how I felt when my baby brother was born.	I can ask about what happens to others and respect their feelings e.g. say "Was Jonah hurt after being inside the big fish?"	I can compare some of the things that influence me with those that influence other people e.g. talk about how Jesus influenced his disciples and how friends influence them.	I can ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others e.g. write an imaginary interview with a member of a minority religious

				community, referring to the beliefs which sustain the system.
Meaning, purpose and truth (AT2)	I can talk about what I find interesting or puzzling e.g. say "I like the bit when Krishna helped his friend."	I can talk about some things in stories that make people ask questions e.g. say "It was mysterious when God spoke to Moses."	I can ask important questions about life and compare my ideas with those of other people e.g. ask why many people believe in life after death, giving their view and comparing with a particular religious view.	I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by em as well as members of different religious groups or individuals e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation.
Values and commitments (AT2)	I can talk about what is important to me and to other people e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel.	I can talk about what is important to me and to others with respect for their feelings e.g. say "I agree with the rule about not stealing as stealing is not fair."	I can link things that are important to me and other people with the way I think and behave e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering.	I can ask questions about the moral decisions I and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs and values e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made.