# All Saints Primary School- *Inspired to Learn*
## Progression and Curriculum Milestones: Religious Education

**Curriculum Intent- At All Saints we intend that our pupils will be religiously aware by having an awareness of religious worldviews and non-religious worldviews by the time that they leave Y6, through:**

- **Learning from different religions, worldviews, beliefs, values and traditions**
- **Developing their own beliefs, questions of meaning and a personal worldview**
- **Reflecting on, considering, analysing, interpreting and evaluating issues of truth, belief, faith and ethics and is able to communicate their responses on these issues**
- **Developing a sense of identity and belonging**
- **Being able to flourish individually within their communities and as citizens in a diverse society and global community**
- **Developing respect for and sensitivity to others, in particular those whose worldview is different from their own**
- **Developing skills for life- empathy, sensitivity, humility and in thinking and communicating well**
- **Having confidence to be discerning and to combat prejudice**

| | EYFS | KS1 | LKS2 | UKS2 |
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| **National Curriculum** | | | | |
| **Vocabulary** | | | | |
| **Investigation of religious and non-religious worldviews outcomes** | a. talk about what items and people are important to them and to other people;<br>b. show awareness and sensitivity towards their own and others' needs, views and feelings;<br>c. show awareness of how people can care for living beings;<br>d. respect their own and others' ways of life. | a. talk about what is important to them and to other people with respect for feelings; [Units 3, 4, 6]<br>b. talk about some things about people, that make people ask questions; [Units 2, 5, 9]<br>c. ask their own questions about God/deity, special people and special occasions; [Units 1, 7, 8]<br>d. provide a good reason for the views they have and the connections they make. [All Units] | a. compare different ideas about God and humanity in the traditions studied; [Units 1, 7, 8]<br>b. ask important questions about the practice of faith and compare some different possible answers; [Units 2, 4, 5]<br>c. link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; [Units 3, 6, 9]<br>d. provide good reasons for the views they have and the connections they make. [All Units] | a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview; [Units 7, 8]<br>b. ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief; [Units 1, 2, 4, 5]<br>c. ask important questions about social issues and suggest what might happen depending on different moral choices; [Units 3, 6, 9, 10, 11, 12]<br>d. provide good reasons for the views they have and the connections they make. [All Units] |
| **Milestones** | | | | |
| **Knowledge and understanding of Christianity outcomes** | a. talk about a story about Jesus or a story Jesus told that illustrates Christian | a. recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; [Units 4, 5] | a. describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection; [Units 2, 4, 9] | a. make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts; [Units 6, 9] |

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| | concern for the outsider or the marginalised;<br>b. talk about the creation and how some Christians show their care for the natural world;<br>c. recognise some items found in a church that are connected with important Christian beliefs or practices;<br>d. recall at least one person associated with the life of a church. | b. recall the key features of the Gospel stories of Christmas and Easter; [Units 2, 9]<br>c. say something about how Christians talk about a relationship with God; [Units 1, 7, 8]<br>d. say something about how and why Christians try to help others; [Units 3, 6, 9]<br>e. provide a good reason for the views they have and the connections they make. [All Units] | b. describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others; [Units 5, 7, 8]<br>c. describe a way in which some Christians work together locally; [Units 1, 6]<br>d. describe the importance of the Bible for Christians and give examples of how it is used; [Units 3, 5]<br>e. provide good reasons for the views they have and the connections they make. [Units 1-9] | b. describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience; [Units 1, 4, 5]<br>c. describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art; [Units 3, 7]<br>d. describe and compare different ideas Christians may have about salvation and life after death with reference to key texts; [Units 2, 8]<br>e. provide good reasons for the views they have and the connections they make. [Units 1-9] |
| **Milestones** | | | | |
| **Knowledge and understanding of religions or worldviews other than Christianity outcomes** | a. talk about a story from the religion or worldview being studied;<br>b. talk about the natural world and how care is shown for all living things;<br>c. recognise some items that are connected with important beliefs or practices;<br>d. recall at least one person associated with the life of the religion or worldview being studied. | a. recall stories about an inspirational person; [Units 1, 4]<br>b. recall key features of an inspirational event, place, ritual or special occasion; [Units 2, 7]<br>c. say how stories in a selected tradition are inspirational for believers; [Units 5, 8]<br>d. say something about how and why followers of this tradition try to help others; [Units 3, 6]<br>e. provide a good reason for the views they have and the connections they make. [All Units] | a. describe what believers might learn from the significant texts/writings being studied; [Units 1, 6, 8, 9]<br>b. describe what some of the arts in the tradition being studied might mean to believers; [Units 3, 5, 7]<br>c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions; [Units 10, 11, 12]<br>d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used; [Units 10, 11, 12]<br>e. provide good reasons for the views they have and the connections they make. [Units 1, 3, 5-12] | a. make links between some texts and symbols from religion and belief and guidance on how to live a good life; [Units 1, 3, 6, 9]<br>b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities; [Units 10, 11, 12]<br>c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; [Units 10, 11, 12]<br>d. describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts; [Units 5, 7, 8]<br>e. provide good reasons for the views they have and the connections they make. [Units 1, 3, 5-12] |

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| **Milestones** | | | | |