

Featherstone All Saints RE Curriculum: Progression within the subject



	Year 1 and 2	Year 3 and 4	Year 5 and 6
Objectives	Milestone 1	Milestone 2	Milestone 3
To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions.

	<ul style="list-style-type: none"> • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.